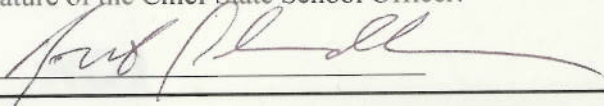


**APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS**

<b>Legal Name of Applicant:</b> New Jersey Department of Education	<b>Applicant's Mailing Address:</b> 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500
<b>State Contact for the School Improvement Grant</b>  <b>Name:</b> Suzanne Ochse  <b>Position and Office:</b> Director, Office of Student Achievement and Accountability  <b>Contact's Mailing Address:</b> 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500  <b>Telephone:</b> 609-292-1828  <b>Fax:</b> 609-292-4319  <b>Email address:</b> <a href="mailto:Suzanne.ochse@doe.state.nj.us">Suzanne.ochse@doe.state.nj.us</a>	
<b>Chief State School Officer (Printed Name):</b> Bret Schundler	<b>Telephone:</b> 609-292-4450
<b>Signature of the Chief State School Officer:</b>  X 	<b>Date:</b>  February 22, 2010
<p>The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p>	

**APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS**

<b>Legal Name of Applicant:</b> New Jersey Department of Education	<b>Applicant's Mailing Address:</b> 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500
<b>State Contact for the School Improvement Grant</b>  Name: Suzanne Ochse  Position and Office: Director, Office of Student Achievement and Accountability  Contact's Mailing Address: 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500  Telephone: 609-292-1828  Fax: 609-292-4319  Email address: <a href="mailto:Suzanne.ochse@doe.state.nj.us">Suzanne.ochse@doe.state.nj.us</a>	
<b>Chief State School Officer (Printed Name):</b> Bret Schundler	<b>Telephone:</b> 609-292-4450
<b>Signature of the Chief State School Officer:</b>  X_____	<b>Date:</b> February 22, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## **PART I: SEA REQUIREMENTS**

### **A. ELIBIGLE SCHOOLS: List, by LEA, of each Tier I, Tier II, and Tier III school in the State.**

The lists of Tier I, II, and III schools are provided in Part II of this application – LEA Requirements – Notice of Grant Opportunity (NGO) as follows:

- Tier I schools – Appendix A
- Tier II schools – Appendix B
- Tier III schools – Appendix C

In the NGO - Appendix D is the methodology the NJDOE used to identify the Tier I and Tier II persistently-lowest achieving schools in the state and the Tier III schools. The definition will be posted on the NJDOE web site upon approval of the SIG SEA application by the USDE.

The NJDOE is issuing the NGO competition for the 32 Tier I and Tier II schools first. It is possible, there will not be sufficient funds available for Tier III schools after awarding funds to the Tier I and Tier II schools as well as meeting the compliance requirements of the 25% carry over provision. In the event that funds are available, a Tier III competition will be held. The NGO will be the same as the first competition except that the federal intervention models will be optional. Bonus points will be added to Tier III applicants that select one of the four models. If an LEA with Tier III schools, does not apply on behalf of its Tier I school(s) in the first competition, it will be ineligible to apply for funds in the Tier III competition. In Part I, the list of Tier I, II, and III schools is in Appendix A. The schools are listed by district.

### **B. EVALUATION CRITERIA: Criteria used to evaluate an LEA's application for a School Improvement Grant.**

SIG proposals submitted by the LEA will be evaluated the NJDOE for funding. Specific information about the evaluation is included in the Part II of this application. The three actions – needs assessment, LEA capacity and the budgets – in Part 1 of this section are included in the SIG application for LEAs and schools. The SEA evaluation of SIG applications is described in Appendix F of the SIG-NGO which also includes the scoring rubric.

The actions in Part 2 of this section are ones that an LEA may have taken, in whole or in part, are components in New Jersey's SIG application included in the NGO. These five components are:

1. Design and implement interventions consistent with the final requirements.
2. Recruit, screen, and select external providers, if applicable, to ensure their quality.
3. Align other resources with the interventions.
4. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.
5. Sustain the reforms after the funding period ends.

LEA compliance with these components is evaluated by the NJDOE using the evaluation criteria and scoring rubric as specified.

**C. CAPACITY: Evaluation of LEA capacity to implement a school intervention model in each Tier I school.**

An LEA must serve at least one of its Tier I schools using one of the four school intervention models. For every Tier I school that the district opts not to serve, it must demonstrate that it lacks sufficient capacity to do so as specified in the Part II of this application. If an LEA claims it lacks sufficient capacity to serve each Tier I school, NJDOE will evaluate the sufficiency of the LEA's claim. Claims of lack of capacity will be scrutinized carefully to ensure that LEAs effectively intervene in as many of their Tier I schools as possible. The evaluators of the competition will score the LEA's capacity using the Scoring Rubric in Appendix F of the SIG-NGO.

After the applications are scored by the evaluators as fundable, an interdivisional NJDOE committee will further assess the LEA capacity and commitment to serve the schools. This evaluation will occur as part of the pre-contract review negotiations. Included in this analysis will be the quality of the SIG application and an in-depth review of the budget. The budget review will also include determinations to reduce award amounts if it is decided that less funds are necessary to implement the interventions. As part of this review process, the NJDOE will review the rationale and justification submitted by the LEA if it cannot serve all of its Tier I schools. The NJDOE will also determine if the LEA has more capacity to serve its Tier I schools than it is specifying in the SIG application.

The NJDOE will review the rationale and justification in the context of the number of Tier I schools in the district. The NJDOE will consider the district's past efforts to help its struggling schools as well as its performance ratings on the state's monitoring system (NJQSAC).

If the NJDOE determines that the district has more capacity to serve its Tier I schools, the LEA will be instructed to serve additional Tier I schools. To analyze this capacity the NJDOE will consider the total number of Tier I schools in the district as well as the AYP improvement status of the schools.

**D. DESCRIPTIVE INFORMATION**

**(1) Describe the SEA's process and timeline for approving LEA applications.**

For year 1 the SEA timeline is as below. The three year timeline is included in the NGO, Section 1.

Activity	Date
Informational Meeting with LEAs	March 3, 2010
Letter of Intent Due	March 10, 2010
NGO Meeting with LEAs	March 22, 2010
NGO Meeting with LEAs	March 29, 2010
Peer Review	April 2010
Application Due Date	April 29, 2010
NJDOE External Reader Panel Review	May-June 2010
NJDOE Interdivisional Committee Review	June, 2010

Notification of Awards	June 14, 2010
Pre-Contract Review	July 2010
Final Award Notices	July 30, 2010
Summer Institute	August 2010

The evaluation process is specified in the NGO, in Section 4 and the Scoring Rubric is in Appendix F.

- (2) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier I or Tier II schools in the LEA are not meeting those goals and making progress on the leading indicators in section III of the final requirements.**

Ongoing oversight of the SIG grantees by the NJDOE is specified in the NGO – Section 1.10. The renewal process description is in the NGO – Section 1.10.

- (3) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant if one or more Tier III schools in the LEA are not meeting those goals.**

NJDOE will use its State System of Support to oversee the Tier III schools. This includes the Collaborative Benchmark Meetings which would monitor each LEA that receives a School Improvement Grant to ensure that it is implementing the school intervention strategies or model fully and effectively in the Tier III schools. Collaborative Benchmark Meetings provide ongoing technical assistance to Title I schools and districts in need of improvement to aid them in implementing CAPA recommendations, conducting data analysis using one and three-year trend charts and cluster results, needs assessment and creation of the unified school improvement plan. This technical assistance is provided directly by school improvement consultants and NJDOE staff. The benchmark follow-up process consists of at least two full-day visits each year for all schools. The purpose of the two one-day follow up meetings is to build district capacity by: (1) Providing a professional learning experience by facilitating an ongoing needs assessment, data analysis, action planning and focused walkthrough process; (2) Reviewing the Title I Unified Plan to determine the level of implementation of action plans or prioritized recommendations; (3) Determining the level of implementation and effectiveness of strategies in the Title I Unified Plan, school restructuring plan, and School Improvement Grants; and (4) Determining what further assistance and intervention may be needed.

- (4) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools the LEA is approved to serve.**

The NJDOE requires quarterly fiscal and program reports as outlined in the NGO,

Section 1.9. The specifics of the NJDOE oversight are in the NGO, Section 1.10. Details of the State required activities are in Section 2.2.

- (5) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.**

It is likely that the NJDOE will not have sufficient school improvement funds to serve all eligible Tier I and Tier II schools. The NJDOE is using a competitive process to award SIG funds. The scoring rubric is in the NGO, Appendix F. The NJDOE will use the highest score from the scoring rubric to prioritize the awarding of SIG funds to LEAs.

- (6) Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.**

NJDOE identifies Tier III schools as those Title I participating schools that are in the bottom 12<sup>th</sup> percentile and not identified in Tier I or Tier II. Of these schools, the NJDOE is giving priority to high schools.

- (7) If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.**

NJDOE does not intend to take over any Tier I or Tier II schools.

- (8) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school, and provide evidence of the LEA's approval to have the SEA provide the services directly.<sup>1</sup>**

NJDOE does not intend to provide services directly to Tier I and Tier II schools.

#### **E. ASSURANCES:**

By submitting this application, NJDOE assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II

<sup>1</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

school that the SEA approves the LEA to serve.

- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA or an individual LEA to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds, and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school in the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the State).
- Ensure, if the SEA is participating in the Department's differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school.
- Report the specific school-level data required in section III of the final requirements.

**F. NJDOE RESERVATION: NJDOE will reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The NJDOE intends to reserve 5% of the SIG funds for state-level administrative activities. The State funded activities include the following:

- Peer Review
- Leadership Academy
- Network Turnaround Officer
- External Evaluation

Detailed information about these activities are included in Part II of this application in Section 2: Project Guidelines

SIG schools will also continue to have the opportunity to participate in the on-going technical assistance offered through the state system of support. These include the following workshops: data analysis, needs assessment, the annual NCLB conference, regular Title I sessions (Supplemental Educations Services, Accountability, Fiscal and Compliance) and the Effective Case Study Project.

**G. CONSULTATION WITH STAKEHOLDERS: New Jersey consulted with its Committee of Practitioners (NCLB School Improvement Committee and NCLB Advisory Council) regarding its application for a School Improvement Grant.**

NJDOE consulted with its Committee of Practitioners regarding the information set forth in its application as required under section 1903(b) of the ESEA. New Jersey consulted with its School Improvement Advisory Committee on December 18, 2009 and on January 29, 2010 with the NCLB Advisory Council.

The composition of the committee and council membership complies with the requirements of Title I – Committee of Practitioners. In addition to the required membership, the committee includes a representative from the NAACP, and New Jersey’s two teachers’ unions – NEA and AFT.



## H. WAIVERS: NJDOE is seeking the three available waivers.

**The New Jersey Department of Education** requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The link to the Broadcast Notice to LEAs is at: <http://www.state.nj.us/education/arra/sig/012910comments.pdf>

The comments received are in Appendix A.

The NJDOE web site link for the public notice is at <http://www.state.nj.us/education/arra/sig/comments.htm>

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

## APPENDICES – Part I

### APPENDIX A – TIERS I, II, & III SCHOOLS LISTED BY LEA

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
ASBURY PARK	3400930	ASBURY PARK HIGH	03732		X			
ASBURY PARK	3400930	ASBURY PARK MIDDLE SCHOOL	03742	X				
ASBURY PARK	3400930	BANGS AVE SCHOOL	03736			X		
ASBURY PARK	3400930	BRADLEY ELEMENTARY	03740			X		
ASBURY PARK	3400930	THURGOOD MARSHALL PRIMARY	00157			X		
ATLANTIC CITY	3400960	DR M L KING JR SCH COMP	00032			X		
ATLANTIC CITY	3400960	NEW JERSEY AVE	00026			X		
ATLANTIC CITY	3400960	NEW YORK AVENUE SCHOOL	00020			X		
ATLANTIC CITY	3400960	TEXAS AVENUE	00018			X		
ATLANTIC CITY	3400960	UPTOWN SCHOOL COMPLEX	00022			X		
BELLEVILLE	3401350	NUMBER 8	01970			X		
BEVERLY CITY	3401740	BEVERLY SCHOOL	00952			X		
BOUND BROOK BOROUGH	3402100	SMALLEY	05150			X		
BRIDGETON	3402250	BROAD STREET ELEM SCH	01786			X		
BRIDGETON	3402250	CHERRY STREET	01790			X		
BRIDGETON	3402250	INDIAN AVE	01794			X		
BURLINGTON CITY	3402430	WILBUR WATTS INTERMEDIATE	00976			X		
CAMDEN CITY	3402640	BONSALL	01356			X		
CAMDEN CITY	3402640	CAMDEN HIGH	01346	X			X	
CAMDEN CITY	3402640	COOPERS POYNT	01364			X		
CAMDEN CITY	3402640	CRAMER	01366	X				

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	DAVIS ELEM	01368			X		
CAMDEN CITY	3402640	EAST CAMDEN MIDDLE	01350			X		
CAMDEN CITY	3402640	HATCH MIDDLE	01376	X				
CAMDEN CITY	3402640	LANNING SQUARE	01378			X		
CAMDEN CITY	3402640	MCGRAW	01380			X		
CAMDEN CITY	3402640	MORGAN VILLAGE MIDDLE	01384	X				
CAMDEN CITY	3402640	POWELL	01390			X		
CAMDEN CITY	3402640	PYNE POYNT FAMILY SCHOOL	01352	X				
CAMDEN CITY	3402640	R C MOLINA ELEM SCHOOL	01386			X		
CAMDEN CITY	3402640	RILETTA CREAM ELEM SCHOOL	06084	X				
CAMDEN CITY	3402640	SHARP	01394			X		
CAMDEN CITY	3402640	SO CAMDEN ALTERNATIVE SCH	00003	X				
CAMDEN CITY	3402640	SUMNER	01398			X		
CAMDEN CITY	3402640	U S WIGGINS	01400	X				
CAMDEN CITY	3402640	VETERANS MEMORIAL MIDDLE	01354			X		
CAMDEN CITY	3402640	WILSON	01406			X		
CAMDEN CITY	3402640	WOODROW WILSON HIGH	01348		X			X
CAMDEN CITY	3402640	YORKSHIP	01408			X		
CAMDEN COUNTY VOCATIONAL	3402670	CAMDEN CO TECH-GLOUCESTER	01414			X		
CITY OF ORANGE TOWNSHIP	3412270	MAIN STREET SCHOOL	06117			X		
CITY OF ORANGE TOWNSHIP	3412270	ORANGE HIGH	02396			X		
CITY OF ORANGE TOWNSHIP	3412270	ORANGE MIDDLE	02410			X		

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
CLIFTON	3403300	CHRISTOPHER COLUMBUS MID	04764			X		
COMMERCIAL TOWNSHIP	3403480	PORT NORRIS	01812			X		
CREATE Charter School	3400072	C R E A T E CS	00479			X		
D.U.E. Season Charter	3400081	D U E Season CS	06133			X		
EAST ORANGE	3404230	CICELY TYSON SCH-PER ARTS	02064			X		
EAST ORANGE	3404230	EAST ORANGE CAMPUS HS	00494			X		
EAST ORANGE	3404230	G WASHINGTON CARVER INST	02046			X		
EAST ORANGE	3404230	JOHN L COSTLEY MIDDLE	05930			X		
EAST ORANGE	3404230	LANGSTON HUGHES SCHOOL	02048			X		
EAST ORANGE	3404230	PATRICK F HEALY MIDDLE	05931	X				
EAST ORANGE	3404230	SOJOURNER TRUTH MIDDLE	05932			X		
ELIZABETH	3404590	NO 13 B FRANKLIN	05506			X		
ELIZABETH	3404590	NO 17 T ROOSEVELT	05514			X		
Emily Fisher Charter	3400037	Emily Fisher CS of Adv Studie	00314	X				
ENGLEWOOD CITY	3404740	J E DISMUS MIDDLE	00394			X		
ESSEX COUNTY VOCATIONAL S	3404800	ESSEX CTY VOC-WEST CALDW	02080		X			X
FAIRFIELD TOWNSHIP	3405040	FAIRFIELD TOWNSHIP SCHOOL	00811			X		
FREEHOLD BOROUGH	3405580	INTERMEDIATE	03790			X		
Greater Brunswick Charter	3400047	Greater Brunswick CS	00330			X		
HOBOKEN	3407350	THOMAS G CONNORS	00065			X		
Hope Academy Charter Scho	3400076	Hope Academy CS	00483			X		
IRVINGTON TOWNSHIP	3407680	FLORENCE AVE	05965			X		
IRVINGTON TOWNSHIP	3407680	IRVINGTON HIGH SCHOOL	02104		X			

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
IRVINGTON TOWNSHIP	3407680	THURGOOD G MARSHALL	00089			X		
IRVINGTON TOWNSHIP	3407680	UNION AVE	02122			X		
IRVINGTON TOWNSHIP	3407680	UNIVERSITY MIDDLE SCHOOL	02120			X		
JERSEY CITY	3407830	ALEXANDER D SULLIVAN 30	02830			X		
JERSEY CITY	3407830	DR CHARLES P DEFUCCIO 39	02832			X		
JERSEY CITY	3407830	EZRA L NOLAN 40	02836			X		
JERSEY CITY	3407830	FRED W MARTIN #41	02838	X				
JERSEY CITY	3407830	HEIGHTS MIDDLE SCHOOL	06114			X		
JERSEY CITY	3407830	HENRY SNYDER	02772		X			X
JERSEY CITY	3407830	JAMES F MURRAY 38	02842			X		
JERSEY CITY	3407830	JAMES J FERRIS	02774			X		
JERSEY CITY	3407830	LINCOLN	02776			X		
JERSEY CITY	3407830	JULIA A BARNES #12	02794			X		
JERSEY CITY	3407830	NUMBER 14	02796			X		
JERSEY CITY	3407830	NUMBER 22	02804			X		
JERSEY CITY	3407830	NUMBER 23	02806			X		
JERSEY CITY	3407830	NUMBER 24	02808			X		
JERSEY CITY	3407830	NUMBER 34	02824			X		
JERSEY CITY	3407830	NUMBER 4 MIDDLE SCH	00539			X		
JERSEY CITY	3407830	WHITNEY M YOUNG	02798			X		
Jersey City Comm. Charter	3400033	Jersey City Comm CS	00303			X		
Jersey City Golden Door C	3400034	Jersey City Golden Door	00305			X		
KEANSBURG BOROUGH	3407860	JOSEPH R BOLGER MID SCH	00027			X		
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD MIDDLE	04642			X		

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
Liberty Academy Charter S	3400028	Liberty Academy CS	00295			X		
LINDEN	3408610	JOSEPH E SOEHL MIDDLE	05560			X		
LINDEN	3408610	NUMBER 1	05562			X		
LINDENWOLD BOROUGH	3408640	LINDENWOLD MIDDLE SCHOOL	00431			X		
LONG BRANCH	3408940	LONG BRANCH MIDDLE	03906			X		
MILLVILLE	3410320	BACON ELEM	01872			X		
MILLVILLE	3410320	LAKESIDE MIDDLE SCHOOL	00271			X		
MILLVILLE	3410320	R D WOOD	01884			X		
MOUNT HOLLY TOWNSHIP	3410920	F W HOLBEIN	01152			X		
NEPTUNE TOWNSHIP	3411160	NEPTUNE MIDDLE SCHOOL	04036			X		
NEPTUNE TOWNSHIP	3411160	SUMMERFIELD	04052			X		
NEW BRUNSWICK	3411220	ROOSEVELT ELEM	03472			X		
NEWARK	3411340	ACADEMY OF VOC CAREERS	02322	X				
NEWARK	3411340	AVON AVE	02232	X				
NEWARK	3411340	BARRINGER	02190		X			X
NEWARK	3411340	BRAGAW AVE	02240			X		
NEWARK	3411340	CAMDEN MIDDLE	02254			X		
NEWARK	3411340	CENTRAL	02192		X			X
NEWARK	3411340	CHANCELLOR AVE	02256			X		
NEWARK	3411340	CLEVELAND	02262			X		
NEWARK	3411340	DAYTON ST	02266	X				
NEWARK	3411340	DR E ALMA FLAGG	05976			X		
NEWARK	3411340	DR WILLIAM H HORTON	02280			X		
NEWARK	3411340	EIGHTEENTH AVE	02268			X		

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
NEWARK	3411340	FIFTEENTH AVE	02272			X		
NEWARK	3411340	GEORGE WASHINGTON CARVER	05912	X				
NEWARK	3411340	HAWKINS ST	02284			X		
NEWARK	3411340	LINCOLN	02302			X		
NEWARK	3411340	LOUISE A SPENCER	02304			X		
NEWARK	3411340	LUIS MUNOZ MARIN MIDDLE	02212			X		
NEWARK	3411340	MADISON ELEM	02306			X		
NEWARK	3411340	MALCOLM X SHABAZZ HIGH	02198		X			X
NEWARK	3411340	MARTIN LUTHER KING JR	02316	X				
NEWARK	3411340	MCKINLEY	02318			X		
NEWARK	3411340	MILLER ST	02320			X		
NEWARK	3411340	NEWARK VOCATIONAL H S	02196		X			X
NEWARK	3411340	NEWTON ST	02328			X		
NEWARK	3411340	PESHINE AVE	02332			X		
NEWARK	3411340	QUITMAN COMMUNITY SCHOOL	02334			X		
NEWARK	3411340	RAFAEL HERNANDEZ SCHOOL	00091			X		
NEWARK	3411340	RENAISSANCE ACADEMY	00499		X			
NEWARK	3411340	SOUTH SEVENTEENTH ST	02354			X		
NEWARK	3411340	SUSSEX AVE	02360			X		
NEWARK	3411340	THIRTEENTH AVE	02364			X		
NEWARK	3411340	WEEQUAHIC	02206			X		
NEWARK	3411340	WEST SIDE HIGH	02208			X		
Oceanside Charter School	3400011	Oceanside CS	00251			X		
PASSAIC CITY	3412540	ETTA GERO NO 9	04850			X		

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
PASSAIC CITY	3412540	NUMBER 11 CRUISE MEMORIAL	04854			X		
PASSAIC CITY	3412540	NUMBER 14	00169			X		
PASSAIC CITY	3412540	NUMBER 3 MARIO J DRAGO	04840			X		
PASSAIC CITY	3412540	NUMBER 4 LINCOLN	04842			X		
PASSAIC CITY	3412540	NUMBER 6 MARTIN L KING	04844			X		
PATERSON	3412690	EASTSIDE HIGH	04866			X		
PATERSON	3412690	EDWARD W KILPATRICK	04872			X		
PATERSON	3412690	JOHN F KENNEDY HIGH	04864			X		
PATERSON	3412690	NUMBER 10	04892			X		
PATERSON	3412690	NUMBER 12	04896			X		
PATERSON	3412690	NUMBER 13	04898			X		
PATERSON	3412690	NUMBER 15	04902			X		
PATERSON	3412690	NUMBER 18	04908			X		
PATERSON	3412690	NUMBER 20	04912			X		
PATERSON	3412690	NUMBER 21	04914			X		
PATERSON	3412690	NUMBER 26	04920			X		
PATERSON	3412690	NUMBER 28	04924			X		
PATERSON	3412690	NUMBER 4	04880	X				
PATERSON	3412690	NUMBER 5	04882			X		
PATERSON	3412690	NUMBER 6	04884	X				
PATERSON	3412690	NUMBER 8	04888			X		
PATERSON	3412690	URBAN LEADERSHIP ACADEMY	00803			X		
Paterson Charter School f	3400087	Paterson CS for Sci/Tech	00735			X		
PAULSBORO	3412720	LOUDENSLAGER	02612			X		



DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
PAULSBORO	3412720	PAULSBORO HIGH	02608			X		
PEMBERTON TOWNSHIP	3412810	HELEN A FORT MIDDLE SCH	01200			X		
PENNS GROVE-CARNEYS POINT	3412840	PENNS GROVE MIDDLE SCHOOL	05058			X		
PERTH AMBOY	3412930	MC GINNIS MIDDLE SCHOOL	03542			X		
PERTH AMBOY	3412930	SAMUEL E SHULL MIDDLE	03548			X		
PLAINFIELD	3413140	CLINTON	05614			X		
PLAINFIELD	3413140	HUBBARD	05606			X		
PLAINFIELD	3413140	JEFFERSON	05622			X		
PLAINFIELD	3413140	MAXSON	05608			X		
PleasantTech Academy Chart	3400012	PleasantTech Academy CS	00253			X		
PLEASANTVILLE	3413200	PLEASANTVILLE H S	00192			X		
PLEASANTVILLE	3413200	PLEASANTVILLE MIDDLE SCH	00219			X		
RED BANK	3413740	RED BANK MIDDLE	04078			X		
ROSELLE BOROUGH	3414280	ABRAHAM CLARK HIGH	05650		X			
ROSELLE BOROUGH	3414280	LEONARD V MOORE	05656			X		
ROSELLE BOROUGH	3414280	WILDAY	05660			X		
SALEM CITY	3414550	SALEM MIDDLE	05094			X		
Schomburg Charter School	3400067	Schomburg CS	00495			X		
TRENTON	3416290	COLUMBUS	03216			X		
TRENTON	3416290	GRACE A DUNN MIDDLE SCH	03210	X				
TRENTON	3416290	GRANT	03220			X		
TRENTON	3416290	GREGORY	03222			X		
TRENTON	3416290	HARRISON	03224			X		

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
TRENTON	3416290	HEDGEPEETH-WILLIAMS SCH	03206			X		
TRENTON	3416290	JEFFERSON	03226			X		
TRENTON	3416290	JOYCE KILMER	03228			X		
TRENTON	3416290	LUIS MUNOZ-RIVERA ELEM	03230			X		
TRENTON	3416290	MONUMENT	03232			X		
TRENTON	3416290	MOTT	03234			X		
TRENTON	3416290	P J HILL	03236			X		
TRENTON	3416290	PARKER	03238			X		
TRENTON	3416290	ROBBINS	03242			X		
TRENTON	3416290	TRENTON CENTRAL HIGH	03200		X			
Trenton Community Charter	3400068	Trenton Community CS	00497			X		
UPPER DEERFIELD TOWNSHIP	3416530	ELIZABETH F MOORE SCHOOL	01896			X		
Village Charter School	3400046	Village CS	00329			X		
VINELAND CITY	3416800	T W WALLACE MIDDLE SCH	00823			X		
VINELAND CITY	3416800	VETERANS MEMORIAL INT SCH	01908			X		
WILDWOOD CITY	3417940	WILDWOOD MIDDLE SCHOOL	06039			X		
WILLINGBORO TOWNSHIP	3418000	LEVITT MIDDLE SCHOOL	00705			X		
WILLINGBORO TOWNSHIP	3418000	WILLINGBORO MEM UPPER ELM	06108			X		
WINSLOW TOWNSHIP	3418060	WINSLOW TWP MIDDLE SCHOOL	00439			X		
WOODBINE	3418090	WOODBINE ELEM	01780			X		
WOODBURY	3418150	EVERGREEN AVE	02692			X		

## APPENDIX B - Waiver Comments

LEA	Commenter	Waiver #1	Waiver #2	Waiver #3
Willingboro	Dr. Walter J. Poroszok	Section 421(b): current deadline of Sept. 30, 2011 does not allow for sufficient time to have programs purchased and personnel trained under these funds to do sufficient longitudinal studies to measure the impact of the purchased programs and professional development. An extension to Sept. 30, 2013 would provide more opportunity for programs & staff to work together to ensure student growth.	Section 1116(b)(12): a "start over" in the school improvement AYP timeline would pay huge dividends in building staff & community morale regarding the affected schools. The staff & community would use a fresh start as a major stepping stone toward ensuring that the schools take every reasonable step to avoid getting on the school in need of improvement list again.	40% poverty eligibility: It is very difficult for principals to implement the eligibility criteria and present the information to the understanding of the parents. Parents do not want to hear that their struggling child did not meet the criteria and is denied services in some non-schoolwide programs. Allowing for greater latitude in implementing a schoolwide program would help considerably in eliminating the previous situations.
Middle Township	Lyn Langford – Director of Curriculum and Instruction	Regarding the extension of availability of school improvement funds from 9/30/11 to 9/30/13, this will provide the district additional time to encumber the funds that reflect our long term strategic plan for improved student achievement.	Under Section 1116(b)(12) permitting Tier I and II schools to start over in their AYP timeline. All of our Title 1 funds have been used to improve programs PK-8. We are proud to report that we are no longer a district in need of improvement nor are any of the schools we have funded SINI's. Our high school remains a low achieving school due to our special education sub group and we welcome the opportunity to offer programs to	Since we are a targeted assistance district, it would benefit our high school if we could upgrade our entire educational program district wide by offering a school – wide program. This would allow us to combine funds from other federal, state and local resources to meet the needs of our underperforming population.

<b>LEA</b>	<b>Commenter</b>	<b>Waiver #1</b>	<b>Waiver #2</b>	<b>Waiver #3</b>
			students that will close the achievement gap.	
Trenton	Dr. Alma Salter and Priscilla Dawson – Funded Programs and Grant Management	Section 421 (b) of General Education Provisions Act (20 U.S.C. & 1225 (b) – We welcome the opportunity to support this request for change. This change will assist us in better planning and in providing supports to our schools for the extended period from September 30, 2011 to September 30, 2013.	Section 1116((b)(12) of the ESEA – We also support the request to allow LEAs to allow Tier I and Tier II participating schools that implement the turnaround or restart model to “start over” in the school improvement AYP timeline	(1) We support the notion of allowing LEAS to allow schools who do not meet the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to implement schoolwide programs in Tier I or Tier II schools.

# **Notice of Grant Opportunity**

## ***New Jersey School Improvement Grant (SIG) for Tier I and Tier II Schools***

**9/1/2010 – 8/31/2013**

**10-XXXX-XXX**

**Bret Schundler  
Commissioner**

**Willa Spicer  
Deputy Commissioner**

**Barbara Gantwerk  
Assistant Commissioner  
Division of Student Services**

**Suzanne Ochse  
Director  
Office of Student Achievement and Accountability  
Division of Student Services**

**Application Due Date: Thursday, April 29, 2010**

**New Jersey Department of Education  
P.O. Box 500  
Trenton, NJ 08625-0500**

**<http://www.state.nj.us/education>**

<p>NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools. If funding becomes available, a second NGO will be issued.</p>
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It is a policy of the New Jersey State Board of Education and the State Department of Education that no person, on the basis of race, color, creed, national origin, age, sex, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program or service for which the department has responsibility. The department will comply with all state and federal laws and regulations concerning nondiscrimination.

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## SECTION 1: GRANT PROGRAM INFORMATION

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“If we are to put an end to stubborn cycles of poverty and social failure, and put our country on track for long-term economic prosperity, we must address the needs of children who have long been ignored and marginalized in chronically low-achieving schools. Our goal is to turn around the 5,000 lowest-performing schools over the next five years, as part of our overall strategy for dramatically reducing the drop-out rate, improving high school graduation rates, and increasing the number of students who graduate prepared for success in college and the workplace.”

Arne Duncan, US Secretary of Education  
August 2009

### 1.1 DESCRIPTION OF THE GRANT PROGRAM

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I of ESEA), are issued through State educational agencies (SEAs), to local educational agencies (LEAs) for use in Title I schools identified for improvement that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources to raise substantially the achievement of their students so as to enable the schools to make adequate yearly progress and exit improvement status. Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010 (final requirements, available at <http://www.ed.gov/programs/sif/index.html>), school improvement funds are to be focused on each State’s “Tier I” and “Tier II” schools.

Tier I schools are a State’s persistently lowest-achieving Title I schools in improvement. Tier II schools are a State’s persistently-lowest achieving secondary schools (grades 9-12) that are Title I served and Title I eligible for, but do not receive, Title I, Part A funds. In each of the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four federal school intervention models: turnaround model, restart model, school closure, or transformation model. At a later date, if there are remaining SIG funds after the Tier I and Tier II competition is concluded, another notice of competition will be issued for an eligible LEA to apply for school improvement funds in Title I schools in improvement that are not identified as persistently lowest-achieving schools. These are identified as Tier III schools. Therefore, this NGO is for Tier I and Tier II schools only. These schools are listed in Appendix A (Tier I) and Appendix B (Tier II).

#### **TIER III**

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools. If funding becomes available, a second NGO will be issued.

Note: This grant is for a minimum of one year and maximum of three years. This NGO is for the first year of a three year award. The Year 1 project period is September 1, 2010 to August 31, 2011 and must be renewed each year for fund continuation (Year 2 Project Period: September 1, 2011 to August 31, 2012; Year 3 Project Period: September 1, 2012 to August 31, 2013). LEAs must submit a renewal application (continuation application) for years 2 and 3. At a minimum, the renewal application for each year includes a project update, revised goals and objectives if appropriate, a project activity plan and a budget.



## **1.2 ELIGIBILITY TO APPLY**

Eligibility for this SIG program is limited to Tier I and Tier II (Appendix A and B) persistently lowest-achieving schools identified using both the academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 111(b)(3) of the ESEA in reading/language arts and mathematics combined; and the school’s lack of progress on those assessments over three years in the “all students” group.

To determine the “persistently lowest-achieving” schools in the State in terms of academic achievement, the Adding Ranks Method was utilized, as specified in the USDE guidance, to identify New Jersey’s persistently lowest-achieving schools. See Appendix D for more details on the method used to identify the schools eligible for the SIG funds.

The SIG program requires that each Tier I and Tier II school applying for funds adopt and implement one of four models—school closure, restart, turnaround or transformation. The interventions selected to implement the model must provide the greatest likelihood of success for improving student performance. The NJDOE will review each applicant’s choice of a model to ensure the model’s alignment with the requirements. Only those applications that include models meeting these criteria will be considered eligible for funding. The USDE Guidance provides information identifying and describing school models. This information can be found at <http://www.state.nj.us/education/arra/sig/#guidance>.

## **1.3 FEDERAL COMPLIANCE REQUIREMENTS (DUNS, CCR)**

All applicants (LEAs and schools) are required to provide their DUNS number and certify that they are registered with the Central Contractor Registration (CCR) database. This form is included in the SIG application package in Appendix I.

In accordance with the Federal Fiscal Accountability Transparency Act (FFATA), all LEAs and applicant schools are required to have a valid DUNS number and must also be registered with the CCR database. DUNS numbers are issued by Dun and Bradstreet and are available free of charge to all entities required to register under FFATA.

- To obtain a DUNS number, go to <http://fedgov.dnb.com/webform/>
- To register with the CCR database, go to [www.ccr.gov](http://www.ccr.gov)

## **1.4 STATUTORY/REGULATORY SOURCE AND FUNDING**

The SIG program is 100% federally funded under the American Recovery and Reinvestment Act of 2009 (ARRA) and the Elementary and Secondary Education Act. There is a total of \$63,338,647 available for the SIG awards. The NJDOE may be required to carry over 25% (\$15,834,661) of these funds if all Tier I schools are not served or if insufficient funds are available for all Tier I schools as a result of this NGO competition. In the event that the carry over is required, the 25% will be used to fund another competition in FY 2011-2012 for Tier I and Tier II schools. If the requirement to carry over 25% of the funds occurs, the amount of available funds for this NGO may be limited to a total of \$47,503,986.

The SIG funds are available for obligation by SEAs and LEAs through September 30, 2013. Funds not expended at the end of each project year may be carried over with sufficient justification at the time of the renewal. Fund availability ends on August 31, 2013. Therefore, no 2012-2013 funds may be carried over.

Schools may apply for a minimum of \$50,000, but no more than, \$2,000,000 per year for three years. Therefore, each school is eligible for a minimum of \$150,000 and a maximum of \$6,000,000. Some funds (5%) may be retained for use by the LEA for reasonable and necessary expenses for technical assistance and evaluation activities specific to its SIG schools. The NJDOE will obligate the SIG funds for the three-year project period to ensure that sufficient funds are available for the funded Tier I and Tier II schools. Continued funding is available in subsequent years, subject to renewal and certification by the NJDOE of satisfactory performance by the grantee.

The NJDOE applied for and received approval from the USDE for the following waivers:

1. Extend the period of availability of SIG funds until September 30, 2013
2. Permit Tier I and Tier II schools implementing the turnaround model or restart model to start over in the school improvement timeline
3. Implementing a Title I schoolwide program in a Tier I or Tier II school that does not meet the 40% poverty threshold

Appendix E has more detailed information about these waivers.

## **1.5 DISSEMINATION OF THIS NOTICE**

The Office of Student Achievement and Accountability has announced the availability of this NGO to eligible LEAs and schools. The Office of Student Achievement and Accountability makes this notice available to LEAs of schools listed in Appendix A and Appendix B, and to the executive county superintendents of the counties in which the eligible applicants are located.

Copies of the NGO are also available on the NJDOE web site at <http://www.nj.gov/education/grants/discretionary/> or by contacting the Office of Student Achievement and Accountability, New Jersey Department of Education, 100 River View Plaza, P.O. Box 500, Trenton, NJ 08625-0500. For information, email the Title I helpline at [Titleone@doe.state.nj.us](mailto:Titleone@doe.state.nj.us) or call (973) 727-6063.

## **1.6 TECHNICAL ASSISTANCE**

The Office of Student Achievement and Accountability will provide a technical assistance session to potential applicants for this grant program. Information will be limited to the factual contents of the NGO narrative, including grant parameters, constraints, state/federal regulations, and the budget. It is recommended that the Chief School Administrator (CSA) and a team of four attend the session.

The technical assistance session is scheduled as follows:

<p><b>Monday, March 22, 2010</b> 1:00 p.m. - 4:00 p.m.</p> <p><b>New Jersey Department of Education</b> 100 River View Plaza Trenton, NJ 08625</p>
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Register on-line at the upcoming opportunities link located on the NJDOE Web site at <http://www.state.nj.us/education/events>. The registration **deadline** is **March 19, 2010**. Registrants requiring special accommodations should identify their needs at the time of registration. Directions to the training site are provided on-line.

Note: Prior to the issuance of this NGO, the NJDOE will have conducted an informational session for prospective district applicants. The focus of the session was to provide advance information about the SIG grant to familiarize the district of the specific requirements. After the session, districts were required to submit a Letter of Intent to apply on behalf of its eligible Tier I and Tier II schools.

As part of the SIG technical assistance, the NJDOE requires a Peer Review of the application prior to submission of the LEA's application to the NJDOE. The NJDOE will use part of its state administrative funds to pay for this service to the district. The intention of the Peer Review is to assist the district in refining its application after it is developed and submitted for consideration. More detailed information about the Peer Review is in Section 2: Project Description.

Additional technical assistance will be provided to the applicants that are selected to receive the SIG grant during the pre-award revision process. This process occurs prior to issuance of the award notice. The NJDOE will work with the district to further strengthen its application (program and fiscal) to ensure that it is reasonable and has the potential for a high degree of success to support its struggling schools.

## **1.7 APPLICATION SUBMISSION**

The NJDOE administers discretionary grant programs in strict conformance with procedures designed to ensure accountability and integrity in the use of public funds and therefore will not accept late applications.

The responsibility for a timely submission resides with the applicant. The Application Control Center (ACC) must receive an original and five copies of the complete application **NO LATER THAN 4:15 PM THURSDAY, APRIL 29, 2010.** Without exception, the ACC will not accept, and the Office of Grants Management cannot evaluate for funding consideration, an application received after this deadline. Complete applications are those that include all requirements of this NGO. Applications received by the due date and time will be screened to determine whether they are, in fact, eligible for consideration. The NJDOE reserves the right to reject any application not in conformance with the requirements of this NGO.

**The original and five copies** of the application must be submitted.

To ensure timely delivery, applicants are encouraged to:

- Hand-deliver the application to 100 River View Plaza, Trenton, New Jersey, which is located next to the Mercer County Waterfront Park on Route 29, between the hours of 8:30 A.M. and 5:00 P.M., Monday through Friday (excluding state holidays); or
- Send the application by Certified Mail or Return Receipt; or
- Arrange for delivery by an overnight courier service to ensure timely delivery.

The mailing and courier service addresses are listed below:

<b>Mailing Address</b>	<b>Courier Service Address</b>
Application Control Center New Jersey Department of Education 100 River View Plaza P.O. Box 500 Trenton, NJ 08625-0500	Application Control Center New Jersey Department of Education 100 River View Plaza Trenton, NJ 08625

Applications submitted by fax will not be accepted under any circumstances.

Note: The NJDOE is required to post on its web site all final LEA applications for the SIG grant, including both applications that were approved and those that were rejected.

## 1.8 METHOD OF PAYMENT

Upon execution of the grant agreement, all payments to grantees will be made through an electronic reimbursement process to comply with the Cash Management Improvement Act of 1990 (CMIA) which requires grantees to minimize the time elapsing between the transfer of funds from the United States Treasury and the expenditure of funds for program purposes. Reimbursement Requests will be processed utilizing the Electronic Web Enabled Grant (EWEG) system. Refer to *Policies and Procedures for Reimbursement of Federal and Other Grant Expenditures* at <http://www.nj.gov/education/grants/entitlement/>. A web tutorial may be viewed by accessing <http://www.nj.gov/education/grants/rrt.htm> on the department's website.

## 1.9 REPORTING REQUIREMENTS

Grant recipients are required to submit quarterly program and fiscal progress reports. For additional information regarding post-award reporting requirements, please review the *Grant Recipient's Manual for Discretionary Grants*, part seven, which is available online at <http://www.nj.gov/njded/grants/discretionary/management/manual.shtml>. Reports will be reviewed to ascertain the degree of the grantee's progress within the scope of work appropriate to the current agreement period, and its conformance with program regulations and enabling legislation.

The grantee is expected to complete all program requirements and to make satisfactory progress toward the completion of a comprehensive plan to achieve the grant goals. Program and fiscal reports for this program will be due as follows:

### YEAR 1

<b>Report</b>	<b>Quarterly Reporting Period*</b>	<b>Due Date</b>
<b>1<sup>st</sup> Quarter</b>	September 1, 2010 – November 30, 2010	December 15, 2010
<b>2<sup>nd</sup> Quarter</b>	September 1, 2010 – February 28, 2011	March 15, 2011
<b>3<sup>rd</sup> Quarter</b>	September 1, 2010 – May 31, 2011	June 16, 2011
<b>Final</b>	September 1, 2010 – August 31, 2011	September 30, 2011

### YEAR 2

<b>Report</b>	<b>Quarterly Reporting Period*</b>	<b>Due Date</b>
<b>1<sup>st</sup> Quarter</b>	September 1, 2011 – November 30, 2011	December 15, 2011
<b>2<sup>nd</sup> Quarter</b>	September 1, 2011 – February 28, 2012	March 15, 2012
<b>3<sup>rd</sup> Quarter</b>	September 1, 2011 – May 31, 2012	June 16, 2012
<b>Final</b>	September 1, 2011 – August 31, 2012	September 30, 2012

### YEAR 3

<b>Report</b>	<b>Quarterly Reporting Period*</b>	<b>Due Date</b>
<b>1<sup>st</sup> Quarter</b>	September 1, 2012 – November 30, 2012	December 15, 2012
<b>2<sup>nd</sup> Quarter</b>	September 1, 2012 – February 28, 2013	March 15, 2013
<b>3<sup>rd</sup> Quarter</b>	September 1, 2012 – May 31, 2013	June 16, 2013
<b>Final</b>	September 1, 2012 – August 31, 2013	September 30, 2013

\* Reporting is cumulative from the start date of each year.

Mail all program and fiscal reports to:

**Application Control Center (ACC)**  
New Jersey Department of Education  
100 River View Plaza  
P.O. Box 500  
Trenton, NJ 08625-0500

**Reports** must include a narrative of the project's achievements, challenges, and fiscal issues.

The **Final Fiscal Report** must also include an equipment inventory report.

The **Final Program Report** must also include a narrative of the districts' experience with implementing the selected model including results from the approved application section on evaluation and accountability for each school.

### **SIG Reporting Metrics**

The LEA is required to submit annual data for each served Tier I and Tier II school. Baseline data is required using 2009-2010 school year information. This data will be used to compare data from one year to the next and to analyze success in meeting the leading indicators of the SIG grant. The NJDOE will monitor each SIG school to determine if it is meeting its student achievement goals. The leading indicators are specified in the school application in Appendix I. The data will be used to determine grant renewal.

## **1.10 AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 REPORTING REQUIREMENTS**

All recipients of SIG funds must comply with all reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA). SIG reporting requirements are available in Section 1512 on the NJDOE homeroom at [https://homeroom3.state.nj.us/arra\\_qrs/index.html](https://homeroom3.state.nj.us/arra_qrs/index.html). The LEA business administrators are familiar with the ARRA reporting requirements and thus must be alerted about accounting for the SIG funds.

### **Other ARRA Reporting Requirements**

NJDOE may be required to collect and report data elements for other surveys and/or federal government agencies or designees that will require additional data collection from SIG grantees. By submitting this application, the grantee agrees to submit the information to NJDOE in the time, form, and manner requested.

## **1.11 NJDOE OVERSIGHT**

In addition to the review of the quarterly/final fiscal and program reports, the NJDOE will provide oversight to the grantees using on-site visits, an external evaluation as well as through reports from the school's Network Turnaround Officer.

### **On-Site Visits**

The NJDOE will conduct quarterly on-site visits to each school receiving a SIG grant. This oversight is consistent with New Jersey's Statewide System of Support. Appendix G shows NJ's state system at a glance. On-site visits will be conducted by NJDOE to evaluate the implementation of the SIG plan and

to determine if the schools are executing the selected model with fidelity. The monitoring will determine barriers to the implementation and assist the school and district in resolution to ensure the success of the project.

### **External Evaluation**

On an annual basis, an External Evaluation will occur to make a recommendation regarding renewal of the SIG for the next year. The district must agree to participate in this process by signing the Statement of Assurances. The funds to support this effort are the responsibility of the SEA using SIG administrative funds. More detailed information about the External Evaluation is in Section 2: Project Guidelines.

### **Network Turnaround Officer**

The Network Turnaround Officer (NTO) assigned to the school will provide oversight to the LEA and school through periodic reporting to the NJDOE. Input from the NTO will be used during the decision making process regarding the annual renewal of the grant. More specific information about the NTO is in Section 2: Project Guidelines.

## **1.12 RENEWAL OF SIG GRANTS**

Each SIG grant must be reviewed by the Office of Student Achievement and Accountability on an annual basis to determine if the grant will be renewed. The Office of Student Achievement and Accountability will be using multiple methods to evaluate the school's annual student achievement goals and progress in meeting the leading indicators of the SIG grant. Adequate Yearly Progress outcomes will be considered as part of this process as well as using the input of the NTO and the results of the external evaluation. Renewal will be based on a determination that the work is proceeding according to the timelines in the grant, and there is evidence that the district has made adjustments if needed.

LEAs must submit a renewal application (continuation application) for years 2 and 3. At a minimum, the renewal application includes a project update, revised goals and objectives if appropriate, a project activity plan and a budget.

## **1.13 TIMELINES**

The project periods for this grant are as follows, subject to the annual renewal of the grant:

- Fiscal Year 2011: September 1, 2010 to August 31, 2011
- Fiscal Year 2012: September 1, 2011 to August 31, 2012
- Fiscal Year 2013: September 1, 2012 to August 31, 2013

The following chart outlines the timelines for the entirety of the three-year grant program:

<b>Activity</b>	<b>Date</b>
Informational Meeting with LEAs	March 3, 2010
Letter of Intent Due	March 10, 2010
NGO Meeting with LEAs	March 22, 2010
NGO Meeting with LEAs	March 29, 2010
Peer Review	April 2010
Application Due Date	April 29, 2010
NJDOE External Reader Panel Review	May-June 2010
NJDOE Interdivisional Committee Review	June, 2010

Notification of Awards	June 14, 2010
Pre-Contract Review	July 2010
Final Award Notices	July 30, 2010
Summer Institute	August 2010
<b>Fiscal Year 2011</b>	
Project Period Begins	September 2010
Quarterly on-Site Visit	October 2010
1 <sup>st</sup> Quarterly Report	December 2010
Quarterly On-Site Visit	February 2011
2 <sup>nd</sup> Quarterly Report	March 2011
Quarterly on-Site Visit	May 2011
3 <sup>rd</sup> Quarterly Report	June 2011
External Evaluation	July 2011
Application & Renewal Decision	August 2011
<b>Fiscal Year 2012</b>	
Year 2 Project Period Begins	September 2011
Year 1 Final Report	October 2011
Quarterly on-Site Visit	October 2011
1st Quarterly Report	December 2011
Quarterly On-Site Visit	February 2012
2nd Quarterly Report	March 2012
Quarterly on-Site Visit	May 2012
3rd Quarterly Report	June 2012
External Evaluation	July 2012
Application & Renewal Decision	August 2012
<b>Fiscal Year 2013</b>	
Year 3 Project Period Begins	September 2012
Year 2 Final Report	October 2012
Quarterly on-Site Visit	October 2012
1st Quarterly Report	December 2012
Quarterly On-Site Visit	February 2013
2nd Quarterly Report	March 2013
Quarterly on-Site Visit	May 2013
3rd Quarterly Report	June 2013
External Evaluation	July 2013
Project Ends	August 2013
Year 3 Final Report	October 2013

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## SECTION 2: PROJECT GUIDELINES

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The intent of this section is to provide the applicant with the program framework within which it will plan, design, and develop its proposed project to meet the purpose of this grant program. Before preparing applications, potential applicants are advised to review the USDE Guidance for SIG programs <http://www2.ed.gov/programs/sif/index.html> and Section 1.1, Description of the Grant Program, of this NGO to ensure a full understanding of the state's vision and purpose for offering the program.

### 2.1 PROJECT REQUIREMENTS

An application consists of the LEA portion and the school portion. If an LEA is applying for more than one eligible school under this grant program, a separate application must be prepared and submitted for each eligible school for which the LEA is applying to be considered for funding. The LEA portion of the application is completed only one time and used for each school application. All components in the application package are listed on page 39. The application is submitted by the LEA and must include all components (LEA application; separate application for each school for which the LEA is applying). Schools cannot submit their own applications as a separate entity.

Each application should reflect the unique needs of the school and the intervention model that best addresses those unique needs. School applications should differ according to the specific needs of each individual school. Each Tier I and Tier II school the LEA chooses to serve must implement one of four school intervention models: turnaround model, restart model, school closure or transformation model. While the same model may be employed in multiple schools, its implementation should differ according to the unique needs of the school. A LEA who applies for 9 or more Tier I or Tier II schools may not implement the transformation model in more than 50% of those schools. The following is specific information about each model:

#### **Model # 1: Turnaround Model**

A turnaround model is one in which an LEA must do the following required actions:

- (1) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (2) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff;
- (3) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (4) Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that



they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

- (5) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (6) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
- (7) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (8) Establish schedules and implement strategies that provide increased learning time; and
- (9) Provide appropriate social-emotional and community-oriented services and supports for students.

A turnaround model may also implement other strategies such as--

- (i) Any of the required and permissible activities under the transformation model; or
- (ii) A new school model (e.g., themed, dual language academy).

### **Model #2: Transformation Model**

An LEA implementing a transformation model must take certain required actions unless otherwise specified as permissible:

#### Required activities

- (1) Replace the principal who led the school prior to commencement of the transformation model;
- (2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
  - (a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - (b) Are designed and developed with teacher and principal involvement;
- (3) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
- (4) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
- (5) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

- (a) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;
- (b) Instituting a system for measuring changes in instructional practices resulting from professional development; or
- (c) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(6) Comprehensive instructional reform strategies.

Required activities. The LEA must--

- (a) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
- (b) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

- (a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
- (b) Implementing a schoolwide "response-to-intervention" model;
- (c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- (d) Using and integrating technology-based supports and interventions as part of the instructional program; and
- (e) In secondary schools--
  - Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - Improving student transition from middle to high school through summer transition programs or freshman academies;
  - Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
  - Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(7) Increasing learning time and creating community-oriented schools.

Required activities. The LEA must--

- (a) Establish schedules and strategies that provide increased learning time; and

(b) Provide ongoing mechanisms for family and community engagement.

Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(c) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(d) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(e) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(f) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(8) Providing operational flexibility and sustained support.

Required activities. The LEA must--

(a) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(b) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(a) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(b) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

### **Model #3: Restart Model**

A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.

#### Required Activities

A school implementing a restart model may implement activities described in the final requirements with respect to other models (turnaround and transformation). A restart operator has considerable flexibility not only with respect to the school improvement activities it will undertake, but also with respect to the type of school program it will offer. The restart model is specifically intended to give operators flexibility and freedom to implement their own reform plans and strategies. A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

### **Model #4: School Closure Model**

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

Note: For Tier I and Tier II Title I schools that implement a turnaround or restart model, the LEA may apply to the NJDOE for the school to “start over” in the school improvement timeline. For example: such a school that is currently in Year 7 of school improvement status may restart in a no status level. This would mean that for the school to go into improvement status, it would have to miss AYP for two consecutive years in the same content area.

## **2.2 STATE LEVEL ACTIVITIES**

### **State Requirements and SEA Funded**

State-required activities will be funded by the SIG state administrative funds. For the Leadership Academy, the LEA should allow for travel costs in the budget. LEAs must sign assurances agreeing to the following activities:

#### **Peer Review**

The Peer Review occurs in two stages. The first occurs prior to the LEA submission of the application. To fulfill the requirement of a peer review, NJDOE will use the services of a successful superintendent as the peer reviewer of each LEA application. This peer review will be consistent and equitable for all applicants. It will consist of written feedback to each LEA applicant who has the discretion for incorporation into the submitted SIG application. Stage two will occur after the award notification and during the pre-award contract review. This stage will be more intensive and involve direct contact between the LEA superintendent and the peer reviewer.

The NJDOE believes a focused, systemic action plan can help turn around struggling schools and districts. Conversely, the absence of an effective plan leads to a diffusion of effort, a lack of focus, and ineffective implementation of initiatives and reform efforts. Therefore, it is intention of the NJDOE to use the Peer Review to strengthen the LEA applications to increase the likelihood of success in implementation.

The Peer Review will help school leaders in school districts develop strong plans that are systemic and that focus efforts on improving the quality of instruction and raising student achievement. The Peer Review will ensure that every key action of the school is aligned with district goals and objectives. The long-term outcome of this reform initiative is to assist in increasing the district and school capacity to improve instruction and raise student achievement.

#### **Leadership Academy**

Research suggests that principals and superintendents have a greater impact on student learning than any other factor except the quality of classroom instruction. Principals can profoundly influence student achievement by working with teachers to shape a school environment that is conducive to learning; aligning instruction with a standards-based curriculum; organizing resources to improve classroom instruction and student learning; and making good decisions about hiring, professional learning, and other issues that influence the quality of teaching. Substantial and sustained professional development is necessary to refine and develop the skills that will assist the principal in effecting dramatic change in the level of student achievement. Working in conjunction with those cutting-edge institutions of higher education and other educational entities that are breaking the mold to support turnaround, and with transformational school leaders, the NJDOE will establish a leadership academy to train the SIG principals. This academy will start this summer by delivering a training during a three-week intensive program on such topics as effective use of curriculum and instructional tools, instructional leadership skills, fostering professional learning communities, motivating staff and students, and using data to inform management decisions. This professional-learning community will also serve as a resource to principals to problem-solve and share successful interventions. The academy will prepare the school-

turnaround principal to leverage this unprecedented operational flexibility (including flexibility regarding staffing, calendars/time, and budgeting) in ways that have been proven to build a school culture that is focused on improving the academic achievement of its students, and, as the culture changes, to fill open positions in the school based on candidates' qualifications. The principal will also be given the maximum amount of flexibility in federal, state, and local funding sources to enable the school to pursue evidence-based school improvement. The training sessions will be integrated with LEA superintendents to assure a shared vision and coherent implementation. The formal "networks" for both principals and superintendents will be reconvened throughout the year to ensure that the collaborative network is sustained. It is anticipated that the leadership academy will occur in August, 2010.

### **Network Turnaround Officer**

The Network Turnaround Officer (NTO) will play a critical role in turning around struggling schools. As a facilitator of reform, the NTO will be responsible for initiating improvements in classroom instruction by helping to incorporate research-based practices to identify solutions to problems with student learning. In collaboration with the school principal, the NTO will set a clear pathway toward distributed leadership within the schools, working with a highly-capable team to build a cohesive, professional teaching culture. The NTO will also help the principal develop turnaround management skills. As an evaluator, the NTO will monitor the schools' adherence to the intervention plan and tracking performance metrics, including academic achievement, against quantifiable plan objectives and assist the NJDOE in making decisions about the annual renewal of the SIG grant. The NTO will participate in the Leadership Academy along with the district and school staff.

NJDOE will conduct a nation-wide selection process to find candidates who are outstanding and highly skilled school leaders. NJDOE will develop an NTO Job Description and post notices regarding applications for the position. Once a pool of qualified candidates is collected, LEAs will select and hire an NTO from the state-developed list. The NTO contract with the LEA will be renewed on an annual basis, depending upon progress as determined by the LEA. The State will create LEA networks comprised of 3-5 schools, taking into account geographic factors, each school's root causes of low performance, and school context. The LEA superintendents within networks will convene to determine the NTO selection. The state will act in an advisory capacity with regard to NTO placement. In some cases, all the schools will be located in one district, while in others, the NTO will serve schools in multiple districts and will be responsible for coordinating operations across the LEAs in which the schools reside. In these cases, New Jersey's long history with shared services among LEAs will be a strong foundation on which to build. The NTO will support the cross-LEA relationships necessary to build a collaborative work group among the LEA superintendents and school leaders. The LEA superintendent(s) will evaluate the NTO on the basis of the school's success in meeting its goals, the results of the state audit report, and the implementation fidelity of school-improvement interventions.

The NJDOE will fund the NTOs for the first year of the SIG grant. Thereafter, the LEA will be responsible to fund these services using their SIG grant funds.

### **External Evaluation**

On an annual basis, the NJDOE will conduct an external implementation audit of curriculum, academic growth, school climate, teacher evaluations, and accompanying targeted professional development. The report will address all areas of the model implementation and explicitly report on progress against the quantifiable benchmarks of the intervention plan. These annual audits of each persistently-low-performing school will include constructive feedback and recommendations for program improvements, as appropriate.

In the absence of sufficient progress or lack of implementation fidelity, the audit may include a recommendation for school closure or restart. The results of this audit will be reported publicly and will serve as part of the evaluation of the Network Turnaround Officer who is assigned to the school. These audits will be submitted to the LEA superintendent for review. A face-to-face meeting will occur with the NJDOE and each LEA superintendent to discuss the results and determine if refinement of the SIG plan for each of the served schools is necessary. The results will assist the NJDOE in annual SIG renewal decisions.

#### **State Recommended and Funded by the LEA**

Ten additional points will be awarded to the school applications that include SIG funding in their budgets for this state recommended optional activity. The expected cost is for training and coaching of teachers and materials. The LEA needs to allocate \$60,000 per school for this activity. In the Project Description and Budget, clearly indicate if this activity is included in the NGO.

#### **Curriculum and Assessment Spine**

The Curriculum and Assessment Spine consists of exemplar units and lessons that embed the content and pedagogical routines necessary to change classroom practice and increase student achievement. Closely aligned with state content standards, this expanded set of exemplar lessons and units will be supported by a formative-assessment system that is designed to assist teachers in the customization of instruction to meet their students' specific academic needs. A team of supervisors, content-focused instructional coaches and effective teacher leaders, assigned by the LEA, will assist teachers and school leaders in analyzing formative-assessment data, selecting customized comprehensive instructional interventions that meet the academic needs of individual students, and continuously monitoring student progress toward proficiency. This team of content-focused instructional leaders will support and maintain professional learning communities, and target and adapt professional development in response to specific teacher needs and the instructional demand of the content, in exemplar lessons throughout the school year. At its heart, this work will drive a data-based culture within the school and foster professional communities of practice. This focus on a coherent curriculum with regular opportunities for teachers to continuously improve their instruction has been demonstrated to have the most impact on student achievement. If the school will participate in the Curriculum and Assessment Spine, information should be included in the Project Description, Budget Narrative and Budget Detail.

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### SECTION 3: SIG APPLICATION INSTRUCTIONS

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To effect change in persistently lowest performing schools, the LEA must work together with the school to conduct a comprehensive needs assessment to identify school needs and root causes of lack of achievement. Collaboration with the school's stakeholders is an important part of the needs assessment consultation process. Based upon the results of the needs assessment, the LEA, in concert with the school, must determine how the adoption and implementation of the required model will stimulate schoolwide change that covers all aspects of school operations.

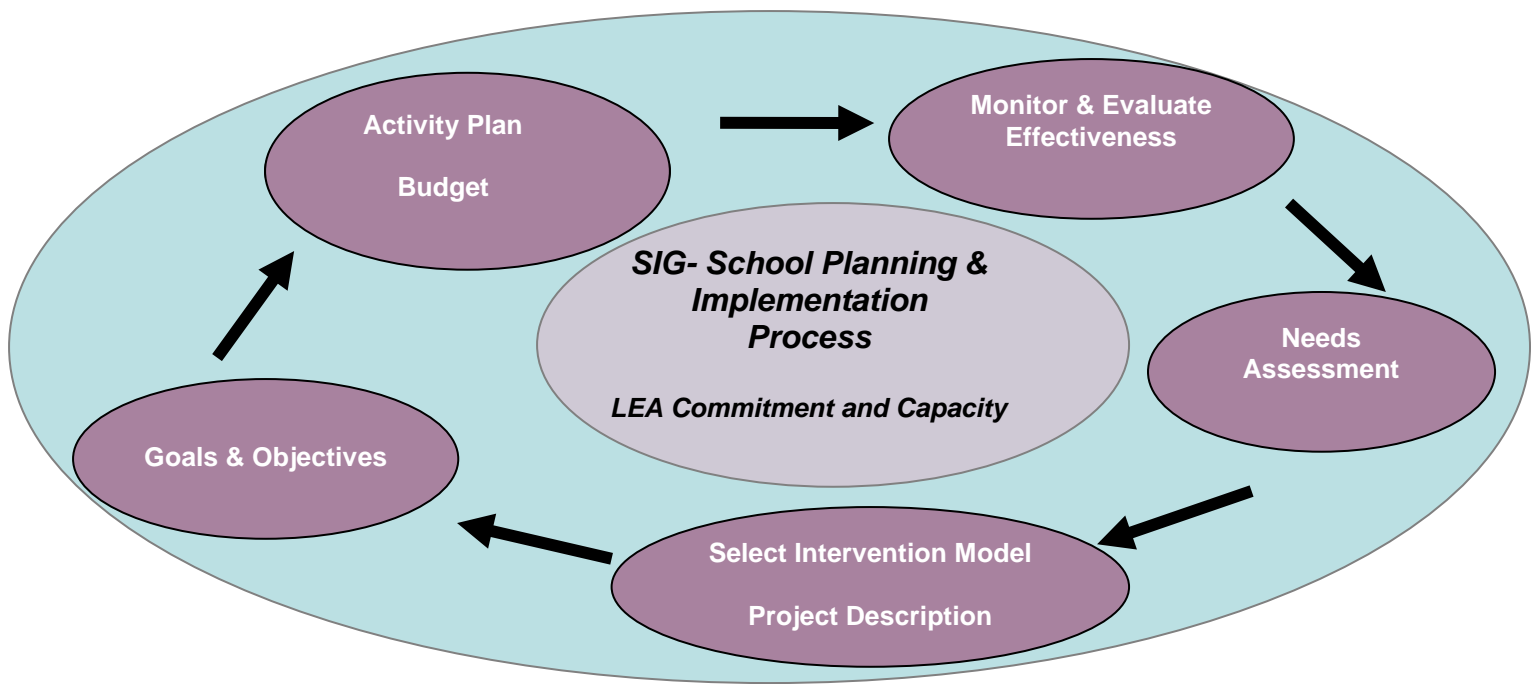
Once a school's needs have been identified, the LEA completes the Reporting Metrics which incorporates the leading indicators. A review of the needs assessment data is used to select one of the four models to best address the school's needs.

After the model is selected, the strategies and actions are identified to implement all the specific requirements. The project description is used to specify these strategies and actions. Goals, Objectives and Indicators are set with a timeline for implementation. Realistic student achievement goals are projected. A budget is then completed to support the project. An evaluation and monitoring plan is designed to assess the level of implementation.

The change process takes time. Therefore, this NGO solicits a three-year plan. During each year of implementation, the selected model should become more fully integrated into the school's overall operations. Three years provides the time for these changes to take root. Because funding is only available for three years, LEAs must plan to fund subsequent years to experience success with the continuation of the program. Additionally, the LEA has a responsibility to demonstrate it has the capacity and commitment to fully implement the required actions of the selected model for the served schools.

Only those plans that show the most promise of successful implementation and raising student achievement will be funded. The program must fully articulate and integrate the elements of the selected SIG model. The model should become more deeply embedded in the school's overall operations each year of implementation. The design and structure of the model will vary from school to school according to the specific needs of the school community. The chart below summarizes the SIG planning steps for the school taken by the LEA.

Note: The SIG plan for the approved school serves as the Title I Unified Plan which meets the federal requirements for a Title I schoolwide program and the school improvement plan. Schools not selected for the SIG grant are required to complete a Title I Unified Plan for FY 2010-2011.



**The LEA is required to submit an application to the NJDOE to be considered for funding. The application forms are in Appendix I.**

The LEA portion of the application includes the following elements:

1. Title Page
2. Board Resolution
3. Statement of Assurances
4. Documentation of Federal Compliance
5. Project Abstract
6. Schools to be Served
7. Stakeholder Participation
8. LEA Commitment and Capacity
9. Peer Review
10. LEA Lack of Capacity to Serve All Tier I Schools
11. Waiver Request

Each eligible school application must include the following elements:

1. Title Page
2. Statement of Assurances
3. Documentation of Federal Compliance
4. Project Abstract
5. Reporting Metrics
6. Statement of Need
7. Project Description for Three Years
8. Goals, Objectives and Indicators
9. Annual Student Targets (Two pages)
10. Project Activity Plan
11. Three-Year Budget Narrative
- 12–17. Budget Detail
18. Budget Summary
19. Monitoring and Accountability Plan



The SIG grant is renewable for a three year period unless the chosen intervention model is School Closure and less time is needed.

The following sections must be completed for each application using the forms found in Appendix I.

### **3.1 LEA APPLICATION**

The LEA is required to complete the LEA sections one time for the SIG application. Scores from the LEA application will be added to the score of the application for each school.

#### **L-1: Title Page; L-2: Board Resolution; L-3: Statement of Assurances; and L-4: Documentation of Federal Compliance**

Complete these forms accordingly.

#### **L-5: Project Abstract**

Provide a brief summary of the overall project.

#### **L-6: Schools to be Served**

Complete the table to include information about each school to be served including the model selected for each of the schools.

#### **L-7: Stakeholder Participation**

Complete this chart to include the stakeholders who participated in the development of this application for the applicant schools. Required stakeholders must be school administrators, teachers and parents. Recommended stakeholders include district staff, school staff (content specialists, special education, bilingual, technology, guidance counselors, and paraprofessionals), community groups, consultants, institutions of higher education, teacher's union representative. Maintain the meetings' agenda and minutes at the LEA. It is essential to engage the staff and the community when examining the needs within the school. By engaging all stakeholders in the process, commitment to the model selected can be assured. A review of the models by the stakeholders must be conducted prior to selection and adoption for each of the schools.

#### **L-8: LEA Commitment and Capacity**

Provide information demonstrating the following: the LEA's commitment and capacity to manage the program, organize the work, and meet deadlines; a management plan outlining the ability to manage the program in the served schools; an outline of the process for meeting identified needs and deadlines; a clear process for making collaborative decisions; the specific and definitive roles for leaders and stakeholders in the program; the LEA activities to support the schools; and a projected plan and timeline for how the program will continue beyond the three year grant funding.

Each applicant must consider the following items and provide a description for those that apply.

A. Recent history in improving schools – describe what has been done to improve student achievement in the last three years. Include what has been done as follows:

- Managing previous school improvement plans, programs and grants
- Supporting Tier I and/or Tier II schools in last three years with strategies and implementation of the Title I Unified Plan
- School student growth over time
- Implementing rigorous reforms during the improvement years

- Identifying and taking actions to remedy the root causes of low performance
- Assisting and requiring the use of data and resources to continually improve and streamline school interventions
- Implementing increased learning time
- Negotiating additional compensation for teachers in persistently low achieving schools for implementing reforms.
- Establishing specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures
- Monitoring the aligning effectiveness data and district actions such as tenure decisions, retention and professional development

B. Recruit, screen, and select external providers to ensure their quality

- The LEA process to recruit, screen and select external providers
- Management of the contracts of external providers in a timely fashion
- The LEA plan to evaluate the quality of external providers

C. Align other resources with the interventions

- The clear alignment of resources
- Alignment with the NJCCCS
- Use the funds to accomplish the activities in the application and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources
- LEA prioritization to certain schools if the LEA does not have capacity to serve all eligible schools

D. Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively

- Practices and policies that will enable the leadership of the school to implement the interventions
- District level staff assignments to implement that the interventions
- Involvement of LEA stakeholders in decision making
- Process for making collaborative decisions
- Involvement of other critical stakeholders, such as the other State and local leaders (*e.g.*, business, community, civil rights, and education association leaders); parent, student, and community organizations (*e.g.*, parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education
- LEA plan to provide for effective and efficient operations and processes for implementing its SIG grants such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement to schools

E. Sustain the reforms after the funding period ends

- LEA plan, including timelines, to continue beyond the grant funding period
- What will be different in the school(s) after three years

F. LEA-level activities designed to support implementation

- Provide a description for LEA-level activities designed to support implementation of the selected models

- How will the LEA-level activities support implementation of the selected school intervention models

### **L-9: Peer Review**

Identify who was involved at the district in the peer review process. Describe how the district incorporated the suggestions and recommendations. See the State Requirements section for more detailed information on Peer Review.

### **L-10: LEA Lack of Capacity to Serve Each Tier I School**

If all Tier I schools are not served, explain why the LEA lacks capacity to serve each of these schools.

### **L-11: Waiver Request**

Complete the table for each school that is included in the SIG application and check the applicable waiver that the LEA intends to implement.

## **3.2. SCHOOL APPLICATION**

Complete the application in Appendix I for each school the LEA is applying.

### **S-1: Title Page; S-2: Statement of Assurances; and S-3: Documentation of Federal Compliance**

Complete these forms accordingly.

### **S-4: Project Abstract**

Specify the selected model for the school. Include a description of the school's mission and vision. Provide a one-page summary of the proposed project and its implementation.

### **S-5: Reporting Metrics**

Complete this section using 2009-2010 data for each school. This information will be reported for each subsequent year of the SIG grant.

### **S-6: Statement of Need**

The Needs Assessment should address the way in which the identified needs of the children, parents, school staff, and overall community can be met through the SIG grant with a focus on academics. Parents and members of the community must be involved in the needs assessment process. All existing plans and reports for the school should be considered as part of the comprehensive needs assessment.

A comprehensive needs assessment process is required to identify the applicant school's needs using quantitative and qualitative data. This process is consistent with New Jersey's State System of Support – Assess Needs. The needs must address the three domains and identify the needs for each. Specific information can be found in the CAPA Teaching and Learning Tool at: <http://www.nj.gov/education/capa/docs/tool4day.doc> and the CAPA Handbook Guide at: <http://www.nj.gov/education/capa/docs/>.

The three domains and accompanying standards must be addressed as follows:

1. School Academic Performance
  - Curriculum
  - Classroom Evaluation/Assessments
  - Instruction
2. School Learning Environment
  - School Culture
  - Support for the School
  - Professional Development and Evaluation
3. School Leadership/Governance

Multiple data sources to be reviewed include, but are not limited to the following:

- State assessment data
- Formative data
- Student demographic data
- Professional development data
- Classroom assessments
- Perceptions of teachers, parents and students
- Working conditions, school culture and student conduct
- Assessments of administrators and instructional performance
- Support of the teachers' union
- Information about identification and evaluation of effective practices and ineffective practices to be discontinued

Include a description of the needs assessment process and outcomes that led to the selection of the model and the rationale for selection. All data relevant to the decision to implement the selected school intervention model should be cited. The needs assessment outcomes are also used to develop the goals, objectives and indicators.

### **S-7: Project Description for Three Years**

A project description is required for each applicant school. The description must identify the selected intervention model to be implemented and how the model components will be incorporated into the school over the three-year period of the grant. Include the selected model and its specific requirements, the optional federal strategies and the state required and recommended strategies. In addition, provide the following information:

- A description of the LEA's plan to promote the continuous use of student data
- A description of the connection between parent involvement and any relevant needs identified in the needs assessment.
- A timeline delineating the steps the LEA will take to implement the selected model in each school for each of the three years.
- Include information about the Curriculum Spine if participating.

### **S-8: Goals, Objectives, and Indicators**

The foundation of a successful educational project rests with results-oriented goals and objectives. Therefore, it is essential for the applicant to carefully construct project goals and objectives for a three-

year period that are based on the primary needs of the individual school as identified in the Needs Assessment.

Objectives should reflect those benchmarks that the applicant wants to accomplish in each year of a three-year period toward implementation of the selected model components. Corresponding indicators of success should be designed to realistically identify the accomplishment of each objective. Objectives and indicators of success are important incremental measures of progress made toward achieving the goals.

The indicators of success are specific, measurable (or observable), and rigorous. The indicators include progress monitoring targets for continuous improvement (not just end-of-year targets). The indicators are written in a way that would allow an independent, outside observer to assess progress.

Describe how the LEA will accomplish meeting the elements of the Project Description.

The LEA should consider the following:

- Relationship to the results of the needs assessment
- The components of a SMART goal—Specific, Measurable, Achievable, Relevant, and Timely.

### **S-9: Annual Student Targets (Two Pages)**

The grant requires that schools project targets for students. Identify specific annual targets for each subgroup in the school for the three years of this grant using the annual goals for each school for student achievement on the State's assessments in both reading/language arts and mathematics (page 1) and at least one other measure (page 2). Examples of other measures includes district or teacher developed tests, end of unit tests, student work, portfolios, and surveys. Use realistic and achievable targets for each grade or grade span.

### **S-10: Project Activity Plan**

Provide a three year Program Activity Plan for the applicant school. The Program Activity Plan must provide a clear linkage to the Project Description, Goals and Objectives, and ultimately to the budget. List the activities accordingly. The Program Activity Plan must include both LEA and school activities to support the model implementation.

In the activity plan, the LEA should clearly provide detailed information describing specific actions:

- An effective and efficient management plan for operations and processes for implementing all activities proposed in the application
- Supporting the full implementation of the selected model within three years
- Person responsible for conducting the activities including others involved
- The resources to be used in implementing the actions
- The documentation and evidence that will demonstrate success
- The indicators of success are specific, measurable (or observable), and rigorous.

### **S-11 to S-18: Budget**

School Improvement Grant funds are provided for the purpose of developing and implementing relevant services for the implementation of the selected intervention model. The applicant's budget must be well-

considered, be necessary for the implementation of the project, and remain within NGO funding parameters.

In compliance with federal requirements, each school application must include at least \$50,000 in support of its model and up to \$2,000,000 for the first year. The total award for the three year grant is a minimum of \$150,000 and a maximum of \$6,000,000.

The LEA may budget in each school application up to 5% for LEA administrative purposes; a separate Budget Detail for these LEA costs must be included as a part of the individual school application and included in column 5 of the Budget Summary.

Note: Funds not expended at the end of each project year may be carried over into the following year providing the applicant submits an acceptable justification to the NJDOE. This will be considered during the renewal decision process.

The applicant must link each cost to the goal(s), objective(s) and activity(ies) in the Project Activity Plan that provide programmatic support for the proposed cost. In addition, the applicant must provide documentation and detail sufficient to support each proposed cost. Detailed instructions are provided in the DGA available at [www.nj.gov/njded/discretionary/apps/](http://www.nj.gov/njded/discretionary/apps/).

The actual amount awarded is subject to the availability of funds and is contingent upon the applicant's ability to provide support for its proposed budget. The NJDOE will remove from consideration all ineligible costs, as well as costs not supported by the Project Activity Plan. The NJDOE may award a lesser amount than is requested by the LEA to serve its schools. Ultimately, the award amount will be determined by the NJDOE.

The Budget consists of three sections:

1. Three Year Budget Narrative – Years 1, 2 and 3
2. Budget Detail – for Year 1
3. Budget Summary – for Year 1

For the Budget Narrative all three years of the projected SIG costs are to be included. For the Budget Detail and the Budget Summary, include only Year 1 of the SIG grant. At the time of renewal decisions for Years 1 and 2, these two budget sections must be completed and submitted to the NJDOE.

Complete and submit as part of the LEA application, the Budget Detail and Budget Summary. Include information about the Curriculum and Assessment Spine, if participating.

Note: The provisions of A-5/Chapter law 53 contain additional requirements concerning prior approvals, as well as expenditures related to travel. The applicant must work with their business administrator when constructing the budget. The NJDOE applies the A-5 restrictions uniformly to all grantees. Unless otherwise specified, the following restrictions apply to all grant programs:

- No reimbursement for in-state overnight travel (meals and/or lodging);
- No reimbursement for meals during in-state travel;
- Mileage is capped at \$.31 per mile; and
- The federal per diem rates must be applied to all travel outside of New Jersey.

Grant funds provided through this NGO may *not* be expended for the following:

- Entertainment that has no *demonstrated* link to educational objectives;

- Costs of rental space;
- Costs for capital renovations or construction.

*The project must be designed and implemented in conformance with all applicable state and federal regulations.*

### **Pre-Award Costs**

The project period begins on 9/1/10. LEAs may request approval for pre-award costs that occur no more than 60 days prior to 9/1/10 providing the costs are reasonable and necessary to support the implementation of the grant. LEA costs such as summer stipends and travel costs are such allowable budget items. The request to incur pre-award costs that includes the specific costs being requested must be sent to the NJDOE, Office of Grants Management no later than 30 days prior to the scheduled implementation.

### **Amendments**

The SIG application covers a three year period. Amendments may be submitted as needed to the NJDOE. The amendment will be reviewed and approved in the context of the implementation of the selected model and the budget for the school.

### **Supplement not Supplant**

**These grant funds are to supplement, not supplant (replace), existing federal, state and/or local funds.** Federal funds cannot be used to pay for anything that a school district would normally be required to pay for with either local funds or state aid. This requirement also covers job services previously provided by a different person or job title. The exceptions are for activities and services that are not currently provided or statutorily required, and for component(s) of a job that represent an expansion or enhancement of normally provided services. The grant will not fund direct services that local school districts must provide as mandated by statute, regulation, or students' IEPs.

Note: If a district is already providing any of the activities or services required under this grant project, it may not cover any of the costs for those activities or services with federal funds available under this grant project.

### **S-11 Budget Narrative**

The Budget Narrative must address three years of funding. The budget narrative should clearly:

- Delineate how the project budget is tied to goals and objectives
- Describe the cost basis for each year
- Provide a strong justification that costs of the program are reasonable
- Provide evidence to clearly show that the budget is sufficient to meet the program needs
- Include a specific description about how all available resources (federal, state and local) will be leveraged to coordinate services to support and sustain the program
- Show that SIG funds are spent exclusively on costs associated with implementing the selected intervention model
- Illustrate that the budget and budget justification are directly tied to the activity plan and clearly show how all aspects of the activity plan will be supported
- All travel expenses must be directly related to the SIG program activities and be justified

- Costs associated with implementation of the Curriculum and Assessment Spine if participating.
- Provide a description of costs associated with LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools.

### **Description of Other Resources to Support Implementation of the SIG**

In this section of the narrative, indicate the school resources that will be used to integrate various activities funded at the federal, state and local level with SIG-funded activities. Funding sources that may be considered include, but are not limited to: Title I, Title II, Part A; Title II, Part D; Title III, Part A; IDEA; and state and local revenues.

The following table provides examples of other funding sources and how they may be aligned with the SIG funds:

<b>Resource</b>	<b>Alignment with SIG</b>
<b>Title I, Part A</b> - Regular and stimulus funds (schoolwides or targeted assistance programs)	<ul style="list-style-type: none"> <li>• Provide support for implementing a research-based instructional program that is aligned vertically across grade levels as well as aligned to the State standards.</li> </ul>
<b>1003(a) Statewide System of Support</b> – SIA Part a funds	<ul style="list-style-type: none"> <li>• Assist with improvement plan design and implementation, including high-quality job-embedded professional development designed to assist schools in implementing the intervention model.</li> </ul>
<b>Title II, Part A</b>	<ul style="list-style-type: none"> <li>• Recruit teaching staff with the skills and experience to operate effectively within the selected intervention model.</li> </ul>
<b>Title II, Part D</b> - Ed Tech	<ul style="list-style-type: none"> <li>• Provide staff online job-embedded professional development.</li> <li>• Promote the continuous use of student data through electronic means.</li> </ul>
<b>Title III, Part A</b> - LEP	<ul style="list-style-type: none"> <li>• Provide staff job-embedded professional development aligned to grant goals to assist them in serving English Language Learners.</li> </ul>
<b>IDEA</b>	<ul style="list-style-type: none"> <li>• Provide support to the special education students, teachers and parents.</li> </ul>
<b>State and Local Funds</b>	<ul style="list-style-type: none"> <li>• Provide support to implement the model</li> </ul>

### **S-12 to S-17: Budget Detail**

Provide the budget detail for the SIG costs for Year 1. For each staff member whose duties must be entered in more than one salary line (for example, a staff member who serves as a teacher [100-100] and a counselor [200-100]), provide a job description that includes the percentage of time spent on each task, group of tasks, or responsibility.

### **S-18 Budget Summary**

Form S-18: The SIG Budget Summary, Year 1 of the SIG grant, must include all SIG related costs in the "SIG Funds" column.

### **S-19: Monitoring and Accountability Plan**

Use the evaluation page to describe on-going monitoring and accountability activities that will be undertaken for the school and how they will be coordinated with the district personnel responsible for evaluating the implementation of the school's SIG model. This should also include a plan for annually



evaluating the implementation of the reforms and their effect on student achievement. Include a description of the monitoring and accountability activities that will be undertaken, including the data to be reviewed by the LEA, to ensure that the selected intervention model is being implemented fully and effectively within the applicant school.

Also provide a description of how the data will be used to modify the program during the next year. The LEA should provide a timeline for implementation of the monitoring and accountability plan for the school.

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## SECTION 4: COMPLETING THE APPLICATION

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### 4.1 GENERAL INSTRUCTIONS FOR APPLYING

To apply for a grant under this NGO, a complete application must be prepared and submitted to the NJDOE. A list of the components can be found on page 39 of this NGO. The application is to be responsive to Section 1: Grant Project Information of this NGO. It is to be planned, designed and developed in accordance with the program framework articulated in Section 2: Project Guidelines of this NGO. The application package must also be constructed in accordance with the guidance, instructions, and forms found in this NGO.

In preparing the application, adhere to the following guidelines:

- 12 point font
- Number sequentially each page, including forms, starting from page one, the Title Page

Please be advised that in accordance with the Open Public Records Act. (P. L. 2001, c. 404), all applications for discretionary grant funds received September 1, 2003, or later, as well as the evaluation results associated with these applications, and other information regarding the competitive grants process, will become matters of public record upon the completion of the evaluation process, and will be available to members of the public upon request.

### 4.2 EVALUATION OF APPLICATIONS

Evaluators will review and rate each application according to how well the content addresses this NGO. SIG proposals will be evaluated and rated by a panel of four readers knowledgeable in the school improvement area. The evaluation panel consists of two readers from within the NJDOE – one with a specialty in Language Arts Literacy and one with a Mathematics specialty, and two readers external to the NJDOE. External readers may include staff from other state agencies or experts from New Jersey and other states. Readers of grant proposals for the NJDOE will certify that no conflict of interest exists which would create an undue advantage or disadvantage for any applicant in the proposal evaluation and scoring process. All applications must score 65 points or above to be eligible for funding consideration. Evaluators will use the Review Criteria found in the *Review Guide for SIG Applications* in Appendix E.

After the applications are scored by the evaluators as fundable, an interdivisional NJDOE committee will further review the LEA capacity and commitment to serve the schools and the proposed budget for the first year. The NJDOE interdivisional committee membership includes senior staff along with key directors. The summary of the NJDOE interdivisional committee review will be used during the pre-contract period.

The interdivisional committee will use information from NJQSAC, LEA plans, site reviews, audits, spending and carryover reports and monitoring reports. The committee may make determinations to reduce award amounts if it is decided that less funds are necessary to implement the interventions. As part of this review process, the NJDOE will review the rationale and justification submitted by the LEA if it cannot serve all of its Tier I schools. The NJDOE will also determine if the LEA has more capacity to serve its Tier I schools than it is specifying in the SIG application.

## POINT VALUES FOR EACH APPLICATION COMPONENT

Each school's application will be reviewed separately for a maximum of 80 points. The LEA's maximum score will be added to each applicable school for total maximum available points of 100. There are two bonus point sections – one in for the LEA and one for the school.

<b>LEA Application Components</b>	<b>Point Value</b>
NJQSAC	0-5 Bonus Points
LEA Commitment and Capacity	15
Stakeholder Participation	5
<b>TOTAL LEA</b>	<b>20 plus 5 Bonus Points</b>

<b>School Application Components</b>	<b>Point Value</b>
Statement of Need Statement of Need – 15 points Reporting Metrics – 5 points	20
Project Description Project Description – 15 points Monitoring and Accountability Plan – 5 points	20
Goals, Objectives and Indicators Goals, Objectives and Indicators – 15 points Annual Student Targets – 5 points	20
Project Activity Plan – 10 points	10
Budget – 10 points	10
State Recommended Activity	10 Bonus Points
<b>TOTAL FOR EACH SCHOOL</b>	<b>80 plus 10 bonus points</b>

### 4.3 APPLICATION COMPONENT CHECKLIST

The following forms are required (see *Required ✓ Column*) to be included as part of the application. Failure to include a required form may result in the application being removed from consideration for funding. Use the checklist (see *Included ✓ Column*) to ensure that all required forms are included in the application.

<b>Required (✓)</b>	<b>Form</b> <i>* Budget forms are required when applicable costs are requested.</i>	<b>Included (✓)</b>
<b>LEA Application (one for each LEA)</b>		
✓	L-1: Application Title Page	
✓	L-2: Board Resolution to Apply	
✓	L-3: Statement of Assurances	
✓	L-4: Documentation of Federal Compliance (DUNS/CCR) Form	
✓	L-5: Project Abstract	
✓	L-6: Schools to Be Served	
✓	L-7: Stakeholder Participation	
✓	L-8: LEA Commitment and Capacity	
✓	L-9: Peer Review	
✓	L-10: LEA Lack of Capacity to Serve All its Tier I Schools	
✓	L-11: Waiver Request	
<b>School Application (one for each school)</b>		
✓	S-1: Title Page	
✓	S-2: Statement of Assurances	
✓	S-3: Documentation of Federal Compliance (DUNS/CCR) Form	
✓	S-4: Project Abstract	
✓	S-5: Reporting Metrics	
✓	S-6: Statement of Need	
✓	S-7: Project Description for Three Years	
✓	S-8: Goals, Objectives and Indicators	
✓	S-9: Annual Student Targets (Two Pages)	
✓	S-10: Project Activity Plan	
✓	S-11: Three-Year Budget Narrative	
*	S-12: Budget Form A: Personal Services	
*	S-13: Budget Form B: Personal Services – Employee Benefits	
*	S-14: Budget Form C: Purchased Professional and Technical Services	
*	S-15: Budget Form D: Supplies and Materials	
*	S-16: Budget Form E: Equipment	
*	S-17: Budget Form F: Other Costs	
✓	S-18: Budget Summary	
✓	S-19: Monitoring & Accountability Plan	

## APPENDICES

- A. List of Tier I Schools
- B. List of Tier II Schools
- C. List of Tier III Schools
- D. Definitions of Tier I, Tier II and Tier III Schools
- E. Waivers
- F. Review Guide for SIG Proposals
- G. New Jersey's State System of Support
- H. Resources
- I. SIG LEA and School Application Forms

### **TIER III**

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools. If funding becomes available, a second NGO will be issued.

## APPENDIX A – NEW JERSEY DEPARTMENT OF EDUCATION- TIER I SCHOOLS

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER I	GRAD RATE	NEWLY ELIGIBLE
CAMDEN CITY	3402640	SO CAMDEN ALTERNATIVE SCH	00003	X		
NEWARK	3411340	ACADEMY OF VOC CAREERS	02322	X		
Emily Fisher Charter Scho	3400037	Emily Fisher CS of Adv Studie	00314	X		
CAMDEN CITY	3402640	MORGAN VILLAGE MIDDLE	01384	X		
NEWARK	3411340	AVON AVE	02232	X		
CAMDEN CITY	3402640	PYNE POYNT FAMILY SCHOOL	01352	X		
PATERSON	3412690	NUMBER 4	04880	X		
CAMDEN CITY	3402640	RILETTA CREAM ELEM SCHOOL	06084	X		
CAMDEN CITY	3402640	HATCH MIDDLE	01376	X		
JERSEY CITY	3407830	FRED W MARTIN #41	02838	X		
ASBURY PARK	3400930	ASBURY PARK MIDDLE SCHOOL	03742	X		
EAST ORANGE	3404230	PATRICK F HEALY MIDDLE	05931	X		
NEWARK	3411340	MARTIN LUTHER KING JR	02316	X		
CAMDEN CITY	3402640	CRAMER	01366	X		
NEWARK	3411340	DAYTON ST	02266	X		
TRENTON	3416290	GRACE A DUNN MIDDLE SCH	03210	X		
PATERSON	3412690	NUMBER 6	04884	X		
NEWARK	3411340	GEORGE WASHINGTON CARVER	05912	X		
CAMDEN CITY	3402640	U S WIGGINS	01400	X		
CAMDEN CITY	3402640	CAMDEN HIGH	01346	X	X	

## APPENDIX B – NEW JERSEY DEPARTMENT OF EDUCATION- TIER II SCHOOLS

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER II	NEWLY ELIGIBLE
NEWARK	3411340	RENAISSANCE ACADEMY	00499	X	
ASBURY PARK	3400930	ASBURY PARK HIGH	03732	X	
TRENTON	3416290	TRENTON CENTRAL HIGH	03200	X	
ROSELLE BOROUGH	3414280	ABRAHAM CLARK HIGH	05650	X	
IRVINGTON TOWNSHIP	3407680	IRVINGTON HIGH SCHOOL	02104	X	
CAMDEN CITY	3402640	WOODROW WILSON HIGH	01348	X	X
ESSEX COUNTY VOCATIONAL S	3404800	ESSEX CTY VOC-WEST CALDW	02080	X	X
NEWARK	3411340	BARRINGER	02190	X	X
NEWARK	3411340	CENTRAL	02192	X	X
NEWARK	3411340	NEWARK VOCATIONAL H S	02196	X	X
NEWARK	3411340	MALCOLM X SHABAZZ HIGH	02198	X	X
JERSEY CITY	3407830	HENRY SNYDER	02772	X	X

## APPENDIX C – New Jersey Department of Education - Tier III Schools

### TIER III

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools. If funding becomes available, a second NGO will be issued.

The NJDOE selected Tier III schools to be eligible for SIG funds contingent upon availability of funds for this Tier. Title I schools in need of improvement in the bottom 12<sup>th</sup> percentile were selected. Depending on the available funds, the NJDOE will give priority to the 14 high schools highlighted and asterisked (\*) on this list through a competitive application process.

DISTRICT NAME	NCES LEA ID	SCHOOL NAME	NCES SCH ID	TIER III
Liberty Academy Charter S	3400028	Liberty Academy CS	00295	X
IRVINGTON TOWNSHIP	3407680	UNIVERSITY MIDDLE SCHOOL	02120	X
CAMDEN CITY	3402640	EAST CAMDEN MIDDLE	01350	X
CAMDEN CITY	3402640	VETERANS MEMORIAL MIDDLE	01354	X
TRENTON	3416290	P J HILL	03236	X
CAMDEN CITY	3402640	YORKSHIP	01408	X
PATERSON	3412690	NUMBER 15	04902	X
TRENTON	3416290	GREGORY	03222	X
TRENTON	3416290	LUIS MUNOZ-RIVERA ELEM	03230	X
TRENTON	3416290	JOYCE KILMER	03228	X
PLAINFIELD	3413140	HUBBARD	05606	X
TRENTON	3416290	MONUMENT	03232	X
PATERSON	3412690	NUMBER 10	04892	X
D.U.E. Season Charter Sch	3400081	D U E Season CS	06133	X
Trenton Community Charter	3400068	Trenton Community CS	00497	X
JERSEY CITY	3407830	EZRA L NOLAN 40	02836	X



NEWARK	3411340	LOUISE A SPENCER	02304	X
PleasantTech Academy Chart	3400012	PleasantTech Academy CS	00253	X
CAMDEN CITY	3402640	R C MOLINA ELEM SCHOOL	01386	X
BRIDGETON	3402250	BROAD STREET ELEM SCH	01786	X
TRENTON	3416290	HEDGEPEETH-WILLIAMS SCH	03206	X
NEWARK	3411340	PESHINE AVE	02332	X
CAMDEN CITY	3402640	LANNING SQUARE	01378	X
JERSEY CITY	3407830	WHITNEY M YOUNG	02798	X
Schomburg Charter School	3400067	Schomburg CS	00495	X
NEWARK	3411340	NEWTON ST	02328	X
NEWARK	3411340	RAFAEL HERNANDEZ SCHOOL	00091	X
CAMDEN CITY	3402640	SUMNER	01398	X
PATERSON	3412690	NUMBER 12	04896	X
CAMDEN CITY	3402640	WILSON	01406	X
PATERSON	3412690	NUMBER 8	04888	X
CAMDEN CITY	3402640	COOPERS POYNT	01364	X
TRENTON	3416290	GRANT	03220	X
TRENTON	3416290	COLUMBUS	03216	X
PATERSON	3412690	NUMBER 13	04898	X
PATERSON	3412690	NUMBER 28	04924	X
PATERSON	3412690	NUMBER 21	04914	X
BRIDGETON	3402250	CHERRY STREET	01790	X
NEWARK	3411340	SOUTH SEVENTEENTH ST	02354	X
PATERSON	3412690	NUMBER 20	04912	X
CAMDEN CITY	3402640	POWELL	01390	X
PASSAIC CITY	3412540	ETTA GERO NO 9	04850	X
Village Charter School	3400046	Village CS	00329	X
ASBURY PARK	3400930	BANGS AVE SCHOOL	03736	X

ATLANTIC CITY	3400960	NEW YORK AVENUE SCHOOL	00020	X
JERSEY CITY	3407830	JULIA A BARNES #12	02794	X
NEWARK	3411340	CAMDEN MIDDLE	02254	X
NEWARK	3411340	FIFTEENTH AVE	02272	X
CAMDEN CITY	3402640	BONSALL	01356	X
TRENTON	3416290	JEFFERSON	03226	X
CITY OF ORANGE TOWNSHIP	3412270	ORANGE MIDDLE	02410	X
EAST ORANGE	3404230	SOJOURNER TRUTH MIDDLE	05932	X
NEWARK	3411340	DR E ALMA FLAGG	05976	X
CAMDEN CITY	3402640	SHARP	01394	X
PLAINFIELD	3413140	MAXSON	05608	X
JERSEY CITY	3407830	NUMBER 4 MIDDLE SCH	00539	X
LAKEWOOD TOWNSHIP	3408220	LAKEWOOD MIDDLE	04642	X
NEWARK	3411340	EIGHTEENTH AVE	02268	X
JERSEY CITY	3407830	NUMBER 24	02808	X
NEWARK	3411340	QUITMAN COMMUNITY SCHOOL	02334	X
PLEASANTVILLE	3413200	PLEASANTVILLE MIDDLE SCH	00219	X
BEVERLY CITY	3401740	BEVERLY SCHOOL	00952	X
JERSEY CITY	3407830	NUMBER 14	02796	X
NEWARK	3411340	CHANCELLOR AVE	02256	X
SALEM CITY	3414550	SALEM MIDDLE	05094	X
IRVINGTON TOWNSHIP	3407680	UNION AVE	02122	X
ROSELLE BOROUGH	3414280	WILDAY	05660	X
CAMDEN CITY	3402640	DAVIS ELEM	01368	X
PATERSON	3412690	NUMBER 26	04920	X
NEWARK	3411340	BRAGAW AVE	02240	X
ATLANTIC CITY	3400960	DR M L KING JR SCH COMP	00032	X
NEWARK	3411340	THIRTEENTH AVE	02364	X

NEWARK	3411340	MCKINLEY	02318	X
Hope Academy Charter Scho	3400076	Hope Academy CS	00483	X
NEWARK	3411340	DR WILLIAM H HORTON	02280	X
JERSEY CITY	3407830	NUMBER 34	02824	X
FAIRFIELD TOWNSHIP	3405040	FAIRFIELD TOWNSHIP SCHOOL	00811	X
WILDWOOD CITY	3417940	WILDWOOD MIDDLE SCHOOL	06039	X
PASSAIC CITY	3412540	NUMBER 14	00169	X
PATERSON	3412690	NUMBER 5	04882	X
WILLINGBORO TOWNSHIP	3418000	LEVITT MIDDLE SCHOOL	00705	X
PASSAIC CITY	3412540	NUMBER 4 LINCOLN	04842	X
PLAINFIELD	3413140	CLINTON	05614	X
ENGLEWOOD CITY	3404740	J E DISMUS MIDDLE	00394	X
NEWARK	3411340	HAWKINS ST	02284	X
Oceanside Charter School	3400011	Oceanside CS	00251	X
HOBOKEN	3407350	THOMAS G CONNORS	00065	X
CAMDEN CITY	3402640	MCGRAW	01380	X
EAST ORANGE	3404230	JOHN L COSTLEY MIDDLE	05930	X
PERTH AMBOY	3412930	MC GINNIS MIDDLE SCHOOL	03542	X
ATLANTIC CITY	3400960	NEW JERSEY AVE	00026	X
PASSAIC CITY	3412540	NUMBER 11 CRUISE MEMORIAL	04854	X
IRVINGTON TOWNSHIP	3407680	FLORENCE AVE	05965	X
JERSEY CITY	3407830	NUMBER 22	02804	X
ATLANTIC CITY	3400960	TEXAS AVENUE	00018	X
NEWARK	3411340	MILLER ST	02320	X
ATLANTIC CITY	3400960	UPTOWN SCHOOL COMPLEX	00022	X
TRENTON	3416290	ROBBINS	03242	X
PATERSON	3412690	EDWARD W KILPATRICK	04872	X
PLAINFIELD	3413140	JEFFERSON	05622	X

BURLINGTON CITY	3402430	WILBUR WATTS INTERMEDIATE	00976	x
NEWARK	3411340	WEST SIDE HIGH*	02208	x
JERSEY CITY	3407830	LINCOLN*	02776	x
Jersey City Comm. Charter	3400033	Jersey City Comm CS	00303	x
NEPTUNE TOWNSHIP	3411160	NEPTUNE MIDDLE SCHOOL	04036	x
CITY OF ORANGE TOWNSHIP	3412270	MAIN STREET SCHOOL	06117	x
TRENTON	3416290	MOTT	03234	x
NEWARK	3411340	SUSSEX AVE	02360	x
EAST ORANGE	3404230	CICELY TYSON SCH-PER ARTS*	02064	x
NEWARK	3411340	WEEQUAHIC*	02206	x
MILLVILLE	3410320	LAKESIDE MIDDLE SCHOOL	00271	x
JERSEY CITY	3407830	NUMBER 23	02806	x
BRIDGETON	3402250	INDIAN AVE	01794	x
ELIZABETH	3404590	NO 17 T ROOSEVELT	05514	x
NEW BRUNSWICK	3411220	ROOSEVELT ELEM	03472	x
PENNS GROVE-CARNEYS POINT	3412840	PENNS GROVE MIDDLE SCHOOL	05058	x
Greater Brunswick Charter	3400047	Greater Brunswick CS	00330	x
ASBURY PARK	3400930	THURGOOD MARSHALL PRIMARY	00157	x
NEWARK	3411340	LUIS MUNOZ MARIN MIDDLE	02212	x
CREATE Charter School	3400072	C R E A T E CS*	00479	x
CITY OF ORANGE TOWNSHIP	3412270	ORANGE HIGH*	02396	x
LINDEN	3408610	NUMBER 1	05562	x
EAST ORANGE	3404230	EAST ORANGE CAMPUS HS*	00494	x
PASSAIC CITY	3412540	NUMBER 6 MARTIN L KING	04844	x
PERTH AMBOY	3412930	SAMUEL E SHULL MIDDLE	03548	x
PLEASANTVILLE	3413200	PLEASANTVILLE H S*	00192	x
PASSAIC CITY	3412540	NUMBER 3 MARIO J DRAGO	04840	x
PATERSON	3412690	EASTSIDE HIGH*	04866	x

NEWARK	3411340	CLEVELAND	02262	x
MILLVILLE	3410320	BACON ELEM	01872	x
PATERSON	3412690	JOHN F KENNEDY HIGH*	04864	x
JERSEY CITY	3407830	HEIGHTS MIDDLE SCHOOL	06114	x
EAST ORANGE	3404230	LANGSTON HUGHES SCHOOL	02048	x
JERSEY CITY	3407830	DR CHARLES P DEFUCCIO 39	02832	x
WOODBURY	3418150	EVERGREEN AVE	02692	x
WINSLOW TOWNSHIP	3418060	WINSLOW TWP MIDDLE SCHOOL	00439	x
PATERSON	3412690	NUMBER 18	04908	x
JERSEY CITY	3407830	ALEXANDER D SULLIVAN 30	02830	x
RED BANK	3413740	RED BANK MIDDLE	04078	x
PATERSON	3412690	URBAN LEADERSHIP ACADEMY	00803	x
WOODBINE	3418090	WOODBINE ELEM	01780	x
LINDENWOLD BOROUGH	3408640	LINDENWOLD MIDDLE SCHOOL	00431	x
FREEHOLD BOROUGH	3405580	INTERMEDIATE	03790	x
NEWARK	3411340	MADISON ELEM	02306	x
VINELAND CITY	3416800	VETERANS MEMORIAL INT SCH	01908	x
WILLINGBORO TOWNSHIP	3418000	WILLINGBORO MEM UPPER ELM	06108	x
ASBURY PARK	3400930	BRADLEY ELEMENTARY	03740	x
MILLVILLE	3410320	R D WOOD	01884	x
PAULSBORO	3412720	LOUDENSLAGER	02612	x
NEWARK	3411340	LINCOLN	02302	x
KEANSBURG BOROUGH	3407860	JOSEPH R BOLGER MID SCH	00027	x
IRVINGTON TOWNSHIP	3407680	THURGOOD G MARSHALL	00089	x
UPPER DEERFIELD TOWNSHIP	3416530	ELIZABETH F MOORE SCHOOL	01896	x
JERSEY CITY	3407830	JAMES F MURRAY 38	02842	x
PAULSBORO	3412720	PAULSBORO HIGH*	02608	x
TRENTON	3416290	HARRISON	03224	x

BOUND BROOK BOROUGH	3402100	SMALLEY	05150	x
VINELAND CITY	3416800	T W WALLACE MIDDLE SCH	00823	x
ROSELLE BOROUGH	3414280	LEONARD V MOORE	05656	x
BELLEVILLE	3401350	NUMBER 8	01970	X
LINDEN	3408610	JOSEPH E SOEHL MIDDLE	05560	X
PEMBERTON TOWNSHIP	3412810	HELEN A FORT MIDDLE SCH	01200	X
COMMERCIAL TOWNSHIP	3403480	PORT NORRIS	01812	X
EAST ORANGE	3404230	G WASHINGTON CARVER INST	02046	X
NEPTUNE TOWNSHIP	3411160	SUMMERFIELD	04052	X
MOUNT HOLLY TOWNSHIP	3410920	F W HOLBEIN	01152	X
ELIZABETH	3404590	NO 13 B FRANKLIN	05506	X
CAMDEN COUNTY VOCATIONAL	3402670	CAMDEN CO TECH-GLOUCESTER*	01414	X
Jersey City Golden Door C	3400034	Jersey City Golden Door	00305	X
JERSEY CITY	3407830	JAMES J FERRIS*	02774	X
TRENTON	3416290	PARKER	03238	X
CLIFTON	3403300	CHRISTOPHER COLUMBUS MID	04764	X
Paterson Charter School	3400087	Paterson CS for Sci/Tech*	00735	X
LONG BRANCH	3408940	LONG BRANCH MIDDLE	03906	X

# APPENDIX D – DEFINITIONS OF TIER I, TIER II AND TIER III SCHOOLS

## TIER I Schools

Appendix A is the list, by LEA, of each of the 20 Tier I schools that are Title I schools in need of improvement. The Tier I schools include one school that was added due to NJ’s “graduation rate”.

## TIER II Schools

Appendix B lists the 12 Tier II secondary schools (5 Title I eligible and not served and 7 Title I “newly eligible schools”). For Tier II, the NJDOE used the “newly eligible schools” provision afforded to states in the January 2010 new interim final SIG requirements. No schools were added to the Tier II list as a result of NJ’s “graduation rate”. A secondary school is a school that provides “secondary education, as determined under State law, except that the term does not include any education beyond grade 12” ESEA section 9101(38). Grades 9-12 are identified as secondary schools in New Jersey. A Title I eligible secondary school not served by Title I is included if its poverty percentage is above the district-wide poverty average, above the appropriate grade-span poverty average, or 35 percent or more.

## TIER III Schools

The NJDOE selected Tier III schools to be eligible for SIG funds contingent upon availability of funds for this Tier. The full list of these schools (174) is in Appendix C. Title I schools in need of improvement in the bottom 12<sup>th</sup> percentile were selected. Depending on the available funds, the NJDOE will give priority to the 14 high schools highlighted on this list through a competitive application process.

Title I High School Priority: The NJDOE focus is on our struggling high schools. These 12 Title I high schools were selected using the list of ranking performance and growth using the persistently lowest achieving methodology. For Tier II, the NJDOE identified 12 high schools. For Tier III, additional high schools were selected going down the list. LEAs may apply for the SIG grant for these schools using the same competitive process for Tier I and Tier II schools except that selection of the four models will be optional LEA commitment and capacity will be considered in the context of the Tier I and Tier II schools being served as a result of this NGO.

### TIER III

The Tier III schools, listed in Appendix C, are for informational purposes only. LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.

## Method to Identify Tier I, II and III Schools

New Jersey ranked each set of schools; (a) Title I schools in improvement, corrective action, or restructuring and (b) secondary schools eligible for, but that do not receive, Title I funds—from highest to lowest in terms of proficiency of the “all students” group on the State’s reading/language arts and mathematics assessments combined. One school was excluded from the list for Tier I as it is an adult school. No schools were excluded from the Tier II or the Tier III list.

## Adding Ranks Method

Step 1: Calculated the percent proficient for reading/language arts for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

- Step 2: Calculated the percent proficient for mathematics for every school in the relevant set of schools using the most recent assessment data available. (Used the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)
- Step 3: Rank ordered schools based on the percent proficient for reading/language arts from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.
- Step 4: Rank ordered schools based on the percent proficient for mathematics from the highest percent proficient to the lowest percent proficient. The highest percent proficient received a rank of one.
- Step 5: Added the numerical ranks for reading/language arts and mathematics for each school.
- Step 6: Rank ordered schools in each set of schools based on the **combined** reading/language arts and mathematics ranks for each school. The school with the lowest combined rank (*e.g.*, 2, based on a rank of 1 for both reading/language arts and mathematics) was the highest-achieving school within the set of schools and the school with the highest combined rate was the lowest-achieving school within the set of schools.

To determine whether a school has demonstrated a “lack of progress” on the State’s assessment, New Jersey applied, as specified in the guidance, **the Lowest Achieving Over Multiple Years** method to identify the lowest achieving five percent of Title I schools in improvement, corrective action, or restructuring. (Tier I)

#### **Lowest Achieving Over Multiple Years**

The state repeated the steps in the Adding Ranks Method for two previous years for each school. Then, it selected five percent of schools with the lowest combined percent proficient or highest numerical rank based on three years of data to define the persistently lowest-achieving schools in the State.

The same process was used to rank the secondary schools that are eligible for, but do not receive, Title I funds from highest to lowest based on the academic achievement of the “all students” group. (See Adding Ranks Method above). After applying the **Lowest Achieving Over Multiple Years** method, the lowest achieving five secondary schools were selected. Since the initial Tier II list included secondary schools that are significantly higher achieving than the many Title I-participating secondary schools that are not among the persistently lowest achieving schools in Tier I, NJDOE used the “newly eligible schools” provision, and added the next lowest 10% of the Title I participating secondary schools to the Tier II list. Tier III list were the Title I schools in improvement, corrective action, or restructuring that are not in Tier I.

#### **High School Graduation Rates**

New Jersey recognizes the need to address high schools that do not adequately prepare students to graduate with the skills needed for college and employment. In compliance with 34 C.F.R. Section 200.19(b), New Jersey will be using the graduation rate, which currently is a leaver rate, to identify schools that have a graduation rate of less than 60% over two years. The leaver rate will be used until the four year cohort is utilized next year. This is consistent with the federal requirements of using such a rate until the 2010-2011 school year. Beginning with the 2010-2011 school year, New Jersey will utilize the four year cohort model to identify the High Schools with graduation rates less than 60%.



## APPENDIX E– WAIVERS

NJDOE requested and received these waivers from the USDE.

**New Jersey** requested a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.
- Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding this waiver request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

## APPENDIX F –REVIEW GUIDE FOR SIG PROPOSALS

The SIG proposals will be evaluated and rated by a panel of four readers knowledgeable in school improvement. All applications must score 65 points or above to be eligible for funding consideration.

### SCORING for COMPONENTS

Each school's application will be reviewed separately for a maximum of 80 points. The LEA's maximum score will be added to each applicable school for total maximum available points of 100. There are two bonus point sections – one in for the LEA and one for the school.

<b>LEA Application Components</b>	<b>Point Value</b>
NJSAC Status	0-5 Bonus Points
LEA Commitment and Capacity	15
Stakeholder Participation	5
<b>TOTAL LEA</b>	<b>20 plus 5 Bonus Points</b>

<b>School Application Components</b>	<b>Point Value</b>
Statement of Need Statement of Need – 15 points Reporting Metrics – 5 points	20
Project Description Project Description – 15 points Monitoring and Accountability Plan – 5 points	20
Goals, Objectives and Indicators Goals, Objectives and Indicators – 15 points Annual Student Targets – 5 points	20
Project Activity Plan – 10 points	10
Budget – 10 points	10
State Recommended Activity	10 Bonus Points
<b>TOTAL FOR EACH SCHOOL</b>	<b>80 plus 10 bonus points</b>

**LEA APPLICATION SCORING GUIDE**  
**Total Max Score = 20 plus 5 Bonus Points**

LEA: \_\_\_\_\_

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
<b>NJQSAC (5 Bonus Points)</b> The district is a high performing district.				<b>Points Awarded:</b>
Results of NJQSAC	0 Points LEA is considered a low-performing district	3 Points LEA is moderately performing	5 Points LEA is high performing	
<b>LEA Commitment and Capacity (Maximum 15 points)</b> Evidence that the district has reflected on its history and demonstrates an understanding of past successes and failures. The planning in this application is based on effective use of new resources and intensive collaboration providing a promise of greater success.				<b>Points Awarded:</b>
Management of the program	Does not provide information about the LEA management of the school model	Demonstrates the ability to manage the program	Provides a detailed plan to manage the program and clearly supports the schools	
Organization the work	The work is disorganized	The work is sufficiently organized	The work is highly organized	
The process for meeting identified needs and deadlines	The plan will not meet school needs and the deadlines	The plan will meet the deadlines and meet the needs of the schools	The plan is well organized and will exceed the deadline and meets the needs of the school	
A clear process for making collaborative decisions	Collaborative decisions are not included	The collaborative decision making process is general	The collaborative decision making process is clear and specific	
Specific and definitive	The leaders and	The leadership roles	The CSA takes the	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
roles for leaders and stakeholders in the program	stakeholders are not specified	are adequate and stakeholders are involved	lead and includes the stakeholders	
LEA activities to support the schools	The LEA activities are not defined	The LEA activities support the school	The LEA activities are clearly defined and specifically support the needs of the school	
Recent history in improving schools	Poor history of supporting schools	Adequate history of supporting schools	Successfully supported is schools	
Recruit, screen, and select external providers to ensure their quality	The process is not clearly defined	The process is adequate	The process is comprehensive and well defined	
	The responsibilities of the external provider and the LEA are <b>minimally or not defined</b> and aligned.	The responsibilities of the external provider and the LEA are <b>broadly</b> defined and aligned.	The responsibilities of the external provider and the LEA are <b>clearly defined</b> and aligned.	
	Available providers have <b>not been researched</b> .	Available providers have been <b>researched</b> .	Available providers have been <b>thoroughly</b> researched.	
	The process used to identify the provider does <b>not address a proven track record</b> of success.	The process used <b>generally</b> identifies whether or not the provider has a proven track record of success.	The process used identifies whether or not the provider has a proven track record of success in working with <b>similar schools and/or student populations</b> .	
	The LEA has <b>not indicated</b> that it will hold the external provider accountable to high performance standards.	The LEA has <b>indicated</b> that it will hold the external provider accountable to high performance standards.	The LEA has <b>specifically</b> planned how it will hold the external provider accountable to high performance standards.	
	The capacity of the	The capacity of the	The capacity of the	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	external provider to serve the identified school has <b>not been addressed</b> , or has been <b>minimally addressed</b> .	external provider to serve the identified school has been <b>explored</b> .	external provider to serve the identified school has been <b>clearly demonstrated</b> .	
Align other resources with the interventions	Resources are not identified	Adequate resources are dedicated to the school	Significant resources are dedicated to the model implementation	
	<b>Inappropriate or a few</b> other resources have been identified for alignment.	<b>Limited</b> other resources have been identified for alignment.	<b>Multiple</b> other resources have been identified for alignment.	
	Ways in which to align with the interventions have <b>not</b> been provided, or proposed areas for alignment are <b>not relevant</b> to the interventions.	<b>General ways</b> in which to align with the interventions have been provided for <b>some of</b> the other resources available.	<b>Specific ways</b> in which to align with the interventions have been provided for <b>each</b> other resource available.	
Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively	No description is included	The description is adequate to review the practices of the LEA	An in-depth analysis was conducted by the LEA and adjustments made	
	<b>Very limited or no</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.	<b>Limited</b> flexibility has been provided for hiring, retaining and transferring staff to facilitate the selected model.	<b>Flexibility</b> has been provided for hiring, retaining and transferring staff to facilitate the selected model.	
	<b>Very limited or no</b> additional instructional time	Additional instructional time and/or alternative or extended school-year	Additional instructional time and/or alternative or extended school-year	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
	and/or alternative or extended school-year calendars that add instruction time per day have been provided.	calendars that add <b>less than an additional hour</b> of instruction time per day have been provided.	calendars that <b>add an additional hour of instruction time per day</b> have been provided.	
Sustain the reforms after the funding period ends	The plan is inadequate and unrealistic	The plan is sufficient although lacks details	The plan is clear and provides details for future support by the district	
<b>Stakeholder Participation (Maximum 5 points)</b> The district documents that a representative group of stakeholders have been included in the development and review of this application as specified in the NGO.				<b>Points Awarded:</b>
The stakeholders who participated in the development of this application are specified	The stakeholders do not include all the stakeholders	All of the representative stakeholders are included	A wide representation of stakeholders are included	

LEA APPLICATION SCORING BREAKDOWN		
Application Components	Point Value	Points Awarded
NJSAC	5 Bonus Points	
LEA Commitment and Capacity	15	
Stakeholder Participation	5	
<b>TOTAL LEA SCORE</b>	<b>20 plus 5 Bonus Points</b>	

**SCHOOL APPLICATION SCORING GUIDE**  
**Total Max Score = 85 plus 10 Bonus Points**

LEA: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
<b>STATEMENT OF NEED (Maximum 20 Points)</b> <b>Includes Reporting Metrics and Statement of Need</b>				
<b>Reporting Metrics (Maximum 5 points)</b> The district has provided all of the requested data				<b>Points Awarded:</b>
2009-2010 data for the school is provided	Applicable data fields are less than 100% completed		100% of the applicable data fields are completed	
<b>Statement of Need (Maximum 15 points)</b> The district's statement of need is comprehensive by addressing all domains and reflects a quality analysis of multiple appropriate data sources.				<b>Points Awarded:</b>
A description of the needs assessment process	The description is incomplete	The description is adequate – some gaps exist	The description is comprehensive and clear	
Outcomes	The outcomes are not specific	The outcomes are somewhat specific	The outcomes are specific and clearly defined	
Selection of the model supports the needs	The selected model is not connected to the needs assessment	The selected model is adequately connected to the needs	The selected model is directly linked to the outcomes of the needs	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
		assessment	assessment	
The rationale for selection	The rationale for the selection of the model is not realistic	The rationale for the selection of the model is general	The rational is strong and directly links the model to the needs assessment	
Data relevant	The use of data is not relevant	The use of data is adequate – and is not clearly defined	The data analysis is clearly defined and uses relevant data	<b>Comments:</b>
<b>PROJECT DESCRIPTION (MAXIMUM 20 POINTS)</b> <b>Includes Project Description and Monitoring and Accountability Plan</b>				
<b>Project Description (Maximum 15 points)</b> The district has provided a high quality, comprehensive project description that responds meaningfully to the areas identified. The project demonstrates a clear connection between the identified needs, the intervention selected and the model components.				<b>Points Awarded:</b>
The description of how the model components will be incorporated into the school	The description is unclear and not specific	The description links the model components to the school	The description is well defined and clearly links the model components to the school	
Three-year period	The description does not include all three years	The description includes all three years, but is not clear	The description is clear and includes all three years	
The model and its specific requirements and optional federal strategies	The required model components are not all included	All of the model components are included, but no additional federal strategies are included	All of the model requirements are included as well as some federal permissible activities	
State required activities addressed	None of the state required activities are included	Some of the state required activities are included	All of the state required activities are included	
Promote the continuous use of student data	The continuous use of data is not included	The description includes the continuous use of data	The description includes the continuous use of data	



CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
			and it is integrated into the plan	
A description of the connection between parent involvement	Parents are not included in the description	Parents are included in the plan	Parents are included in the plan and clearly integrated in the description	
Any relevant needs identified in the needs assessment	The school's needs are not linked to the needs assessment	Most of the needs are addressed in the plan	All the needs are sufficiently addressed	
<b>Monitoring and Accountability Plan (Maximum 5 points)</b> The applicant must demonstrate a comprehensive plan which insures ongoing monitoring and oversight of the project and the mechanism for utilizing appropriate data and information to identify any problems and needed changes.				Points Awarded:
Describe on-going monitoring and accountability activities	There are no on-going monitoring and accountability activities	A plan for on-going monitoring and accountability is included in the application	A detailed plan for on-going monitoring and accountability is included with strong indicators of success	
Coordinate with the district personnel	District personnel are rarely involved in the coordination of the SIG program	A few district personnel are involved in the coordination of the SIG program	A leadership core of district personnel with accountability has been created to provide assistance in the coordination of the SIG program	
Plan for annually evaluating the implementation	There is no plan for an annual evaluation of the implementation of the SIG program	A plan for the annual evaluation process used to implement the SIG program is provided	A detailed plan including the process used, data collection, accountability measures and indicators of success for the evaluation of	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
			the SIG program is provided	
Include how the data will be collected to evaluate the SIG program	There is little or no mention of how data will be collected to evaluate the SIG program	A data collection plan is provided	A detailed plan for collection of data using multiple measures for each component of the SIG model is provided	
Include how the data to modify the program during the next year	This is little or no mention of how the data collected will be used to modify the SIG program during the next year	A description of how the data collected will be used to modify the SIG program during the next year is provided	A detailed description of the analysis and use of data is provided as it relates to modifying the SIG program for the following period/year	
Include a timeline for implementation of the monitoring and accountability plan	There is no timeline for implementation of the monitoring and accountability plan	A timeline for implementation of the monitoring and accountability plan is provided	A detailed timeline with benchmark and a feedback process throughout the year is provided	
<b>Goals, Objectives, and Indicators (Maximum 20 points)</b> <b>Includes Goals, Objectives, and Indicators (Maximum 10 Points) and Annual Student Targets (Maximum 5 Points)</b>				<b>Points Awarded:</b>
<b>Goals, Objectives, and Indicators (Maximum 10 points)</b> The applicant presents a clear indication that the goals and objectives are challenging, connected to the identified needs, and clearly indicate how the district will determine whether they are successful.				<b>Points Awarded:</b>
Describe how the LEA will accomplish meeting the elements	There is no link to the project description	The project description is linked to most of the goals	All the elements in the project description are addressed clearly	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
of the Project Description.				
Relationship to the results of the needs assessment	There is no link to the needs assessment	There is an adequate link to the results of the needs assessment	The link to the needs assessment is directly related to the goals and objectives	
Includes the components of a SMART goal— Specific, Measurable, Achievable, Relevant, and Timely	The goals are not measurable	The goals are measurable but are missing some of the SMART components	All of the SMART components are included in the goal	
Three-year period	Less than three years is provided	All three years are specified but some of the elements are missing	All three years are specified and all of the elements are addressed	
Indicators of success	The indicators of success are not included	The indicators of success are present but not linked to the goals and objectives	The indicators of success are specific and directly related to the goals and indicators	
<b>Annual Student Targets (Two Pages) (Maximum 10 points)</b> The applicant has identified challenging student targets utilizing state assessments and other appropriate measures that will lead to significantly improved student achievement in a relatively short time.				<b>Points Awarded:</b>
State assessments - annual targets for each subgroup, each grade and for three years in reading/language arts	Not all the relevant data fields are completed	Most of the relevant data fields are included	All of the relevant data fields are included	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
and mathematics				
Other benchmark-annual targets for each subgroup, each grade and for three years	Not all the relevant data fields are completed	Most of the relevant data fields are included	All of the relevant data fields are included	
<b>Three Year Program Activity Plan (Maximum 20 points)</b> <b>Includes Three Year Program Activity Plan (Maximum 10 points) and Three Year Budget (Maximum 10 points)</b>				
<b>Three Year Program Activity Plan (Maximum 10 points)</b> The activities must be comprehensive and demonstrate that the district can fully and successfully implement the selected model and demonstrate clearly the responsibility and resources that will be necessary to succeed.				<b>Points Awarded:</b>
Clear linkage to the Project Description	The activities are disconnected	The plan is directly linked to the elements of the Project Description	All the activities are directly linked to the project description	
The Goals and Objectives	The plan does not relate to the goals and objectives	The plan is adequately linked to the goals and objectives	The plan is well defined and clearly linked to the goals and objectives	
List the activities	The activities are not sufficient to implement the model components	The activities are sufficient to implement the model components	The activities will be well defined and connected	
Effective and efficient management plan	The management plan is insufficient and does not cover three years	The management plan meets the requirements of the model over the three years	The management plan includes clear steps to implement project in three years	
Person responsible for conducting the activities including	The person responsible is not a decision-maker	The person responsible is a decision maker and	The person responsible is the CSA or equivalent	

CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
others involved		has a history of success		
Resources	Insufficient resources are identified	Sufficient resources are identified	Resources are clearly linked to the activities	
Documentation and evidence of indicators of success are specific, measurable (or observable), and rigorous.	Evidence is insufficient	Evidence is sufficient to identify the level of implementation	The documentation is excellent to support the implementation of the activities	
<b>Budget (Maximum 10 points)</b> The budget must clearly indicate how these funds will be appropriately used to support the project. The budget should demonstrate clear connections to the projects activities and how the district will use the funds over the grant period to fully implement the intervention model.				<b>Points Awarded:</b>
SIG funds are spent exclusively on the grant program directly tied to the activity plan, goals and objectives	The grant funds are not used for the program	The grant funds are tied to the grant	The grant funds are clear and well defined and support the program	
Strong justification that costs of the program are reasonable	There is no justification that the costs are reasonable	The justification is sufficient	The justification for the costs is clear and well defined	
Budget is sufficient	The budget does not fully support the model	The budget supports the model	The budget is clearly connected to the model to be implemented	
State, local and other federal	State, local and other federal funds are not specified	State, local and other federal funds are specified	State, local and other federal funds clearly support the program	
Travel expenses must be directly related to the SIG program	Travel expenses cannot be linked to the program		Travel expenses are directly linked to the program	
\$50,000 in support of	The budget is outside		The budget is correct	

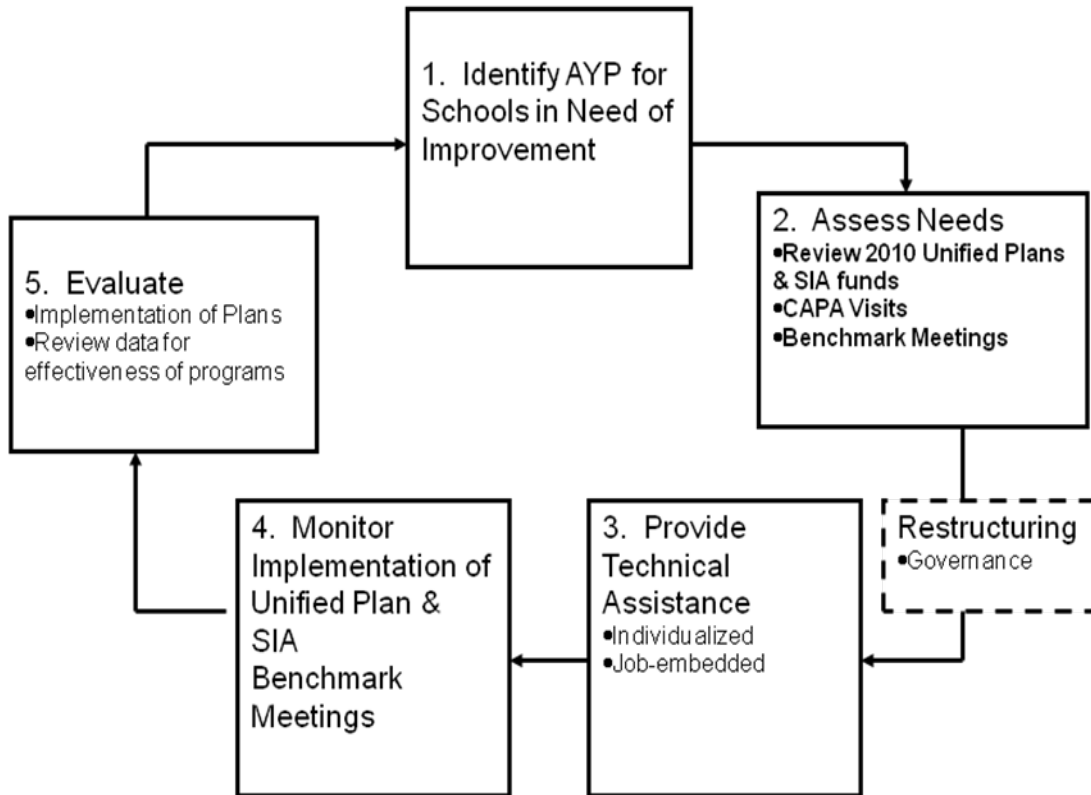
CRITERIA	STANDARDS			COMMENTS
	WEAK	AVERAGE	STRONG	
its model and up to \$2,000,000 for the first year minimum of \$150,000 and a maximum of \$6,000,000 budget must be created for each of three years	the range of allowable funding		for the schools and clearly budgets it over the three years	
EXCEL spreadsheets	EXCEL budget was not submitted		EXCEL budget was submitted and is complete and is accurate	
<b>State Recommended Activity (10 Bonus points)</b>				<b>Points Awarded:</b>
State recommended activity	The state recommended activity is not included		The state recommended activity is included	

<b>LEA APPLICATION SCORING BREAKDOWN</b>		
<b>Application Components</b>	<b>Point Value</b>	<b>Points Awarded</b>
NJSAC	0-5 Bonus Points	
LEA Commitment and Capacity	15	
Stakeholder Participation	5	
<b>TOTAL LEA SCORE</b>	<b>20 plus 5 Bonus Points</b>	

<b>SCHOOL APPLICATION SCORING BREAKDOWN</b>		
<b>School Application Components</b>	<b>Point Value</b>	<b>Points Awarded</b>
Statement of Need	20	
Project Description	20	
Goals, Objectives and Indicators	20	
Project Activity Plan	10	
Project Budget	10	
State Recommended Activity	10 Bonus Points	
<b>TOTAL FOR EACH SCHOOL</b>	<b>80 plus 10 Bonus Points</b>	

## APPENDIX G – STATE SYSTEM OF SUPPORT

### New Jersey Framework for Continuous Improvement Statewide System of Support for Districts & Schools





## APPENDIX H – RESOURCES

### FEDERAL RESOURCES

USDE Guidance for SIG Programs: <http://www2.ed.gov/programs/sif/index.html>

Clarifying Guidance for Section 1512(c) of ARRA (January 6, 2010):  
<http://www2.ed.gov/programs/sif/index.html>

To obtain a DUNS number: <http://fedgov.dnb.com/webform/>

To register with the CCR database: [www.ccr.gov](http://www.ccr.gov)

*Turning Around Chronically Low-Performing Schools*, Institute of Education Sciences,  
<http://ies.gov/ncee/www/practiceguides>

*Improving Low-Performing Schools: Lessons from Five Years of Studying School Restructuring Under NCLB*, Center on Education Policy, December 2009. Available at [www.cep-dc.org](http://www.cep-dc.org)

### NJDOE RESOURCES

NJDOE Web Page: <http://www.state.nj.us/education>

Title I Help Line and Electronic Submission at: [Titleone@doe.state.nj.us](mailto:Titleone@doe.state.nj.us).

NJDOE Discretionary Grant Application and can be downloaded at:  
<http://www.nj.gov/njded/grants/discretionary/apps/>

Registration On-Line for Technical Assistance Session at: <http://www.state.nj.us/education/events>.

Policies and Procedures for Reimbursement of Federal and Other Grant Expenditures at:  
<http://www.nj.gov/education/grants/entitlement/>. A web tutorial may be viewed by accessing  
<http://www.nj.gov/education/grants/rrt.htm>.

*Grant Recipient's Manual for Discretionary Grants*, part seven, which is available online at:  
<http://www.nj.gov/njded/grants/discretionary/management/manual.shtml>.

All recipients of SIG funds must comply with all reporting requirements specified in the American Recovery and Reinvestment Act of 2009 (ARRA).

SIG reporting requirements are available in Section 1512 on the NJDOE homeroom at  
[https://homeroom3.state.nj.us/arra\\_qrs/index.html](https://homeroom3.state.nj.us/arra_qrs/index.html).

CAPA Teaching and Learning Tool at: <http://www.nj.gov/education/capa/docs/tool4day.pdf>

CAPA Handbook Guide at: <http://www.nj.gov/education/capa/docs/visit4day.pdf>

## OTHER RESOURCES

Handbook on Effective Implementation of School Improvement Grants at:

[http://www.centerii.org/handbook/Resources/Handbook\\_on\\_Effective\\_Implementation\\_of\\_School\\_Improvement\\_Grants.pdf](http://www.centerii.org/handbook/Resources/Handbook_on_Effective_Implementation_of_School_Improvement_Grants.pdf)

**APPENDIX I – SCHOOL IMPROVEMENT GRANT  
LEA AND SCHOOL APPLICATION FORMS**

**LEA Application**

**Form L-1**  
**NEW JERSEY DEPARTMENT OF EDUCATION**  
**NOTICE OF GRANT OPPORTUNITY - TITLE PAGE- LEA**

**SECTION I:**

**10** **H02**  
FY NGO# WKL

TITLE OF NGO: School Improvement Grant Program (SIG) (Year 1 of 3)  
DIVISION: Student Services  
OFFICE: Student Achievement and Accountability

**SECTION II:**

COUNTY: ☐ ☐  
LEA/OTHER: ☐ ☐ ☐ ☐  
SCHOOL: ☐ ☐ ☐

COUNTY NAME: \_\_\_\_\_

APPLICANT AGENCY

AGENCY ADDRESS

CITY STATE ZIP  
( ) ( )

AGENCY TELEPHONE NUMBER AGENCY FAX

PROJECT DIRECTOR (Please print or type name): \_\_\_\_\_

TELEPHONE NUMBER: ( ) FAX#: ( ) E-MAIL \_\_\_\_\_

BUSINESS MANAGER: \_\_\_\_\_ PHONE#: ( ) E-MAIL \_\_\_\_\_

DURATION OF PROJECT: FROM: **9/1/2010** TO: **8/31/2011**

TOTAL AMOUNT OF FUNDS REQUESTED: \$ \_\_\_\_\_

APPLICATION CERTIFICATION: *To the best of my knowledge and belief, the information contained in the application is true and correct. The document has been duly authorized by the governing body of this agency and we will comply with the attached assurances if funding is awarded. I further certify the following is enclosed:*

AGENCY TITLE PAGE  
SIGNED STATEMENT OF ASSURANCES  
BOARD RESOLUTION TO APPLY  
APPLICATION NARRATIVE\*  
BUDGET SUMMARY AND BUDGET DETAIL FORMS\*  
ORIGINAL AND FIVE COPIES OF THE COMPLETE APPLICATION PACKAGE

SIGNATURE OF CHIEF SCHOOL ADMINISTRATOR TITLE DATE  
(Please print or type name)

**\*FAILURE TO INCLUDE A REQUIRED APPLICATION COMPONENT CONSTITUTES A VIOLATION OF THE NGO AND WILL RESULT IN THE APPLICATION BEING ELIMINATED FROM CONSIDERATION (See NGO Section 3.3 for itemized list).**

**SECTION III:**

SEND OR DELIVER APPLICATIONS TO:  
NEW JERSEY DEPARTMENT OF EDUCATION  
APPLICATION CONTROL CENTER  
RIVER VIEW EXECUTIVE PLAZA  
BLDG. 100, ROUTE 29 – PO Box 500  
TRENTON, NJ 08625-0500

APPLICATIONS MUST BE RECEIVED BY:  
5:00 P.M., ON **04/29/2010**

**Form L-2**

**BOARD RESOLUTION TO APPLY**

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FY

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NGO#

--	--	--

WKL

The \_\_\_\_\_ Board hereby certifies that permission has been

granted to apply for the discretionary grant program entitled:

School Improvement Grant

---

for the purposes described in the application, in the amount of,

\$\_\_\_\_\_.00,

starting on \_\_\_\_\_, and

ending on \_\_\_\_\_.

The filing of this application was authorized at the Board meeting held on,

\_\_\_\_\_, 20\_\_

\_\_\_\_\_  
Secretary of the Board

\_\_\_\_\_  
Date

20\_\_

**Form L-3**  
**STATEMENT OF ASSURANCES**

As the duly authorized chief school administrator/chief executive officer of the applicant agency, I am aware that submission to the Department of Education of the accompanying application constitutes the creation of a public document, and I certify that the applicant:

- Has the legal authority to apply for the funds made available under the requirements of the NGO, and has the institutional, managerial and financial capacity (including funds sufficient to pay the non-federal/state share of project costs) to ensure proper planning, management and completion of the project described in this application.
- Will give the New Jersey Department of Education, or its authorized representatives, access to, and the right to examine, all records, books, papers, or documents related to the award and will establish a proper accounting system in accordance with generally accepted accounting principles (GAAP).
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes, or presents the appearance of, personal or organizational conflict of interest, or personal gain.
- Will implement the program in accordance with the applicable Notice of Grant Opportunity and the approved grant application.
- Will comply with provisions of the Public School Contracts Law: *N.J.S.A. 18A:18A*, and other relevant state laws and regulations.
- Is in compliance, for all grant awards in excess of \$100,000.00, with the Byrd Anti-Lobbying amendment, incorporated at Title 31 U.S.C. 1352. This certification extends to all lower tier grantees as well.
- As well as its principals and subgrantees, for all grant awards in excess of \$25,000.00, is not presently debarred, proposed for debarment, declared ineligible, suspended, or voluntarily excluded by any federal agency from receiving federal funds in accordance with Executive Orders 12549 and 12689.
- Will comply with Section 6002 of the Resource Conservation and Recovery Act (RCRA), P.L. 94-580, codified at 42 U.S.C. 6962 if the applicant is an entity of state and/or local government and will give preference to the purchase of recycled materials identified in U.S. EPA guidelines (40 CFR Part 247-254).
- Will comply with all federal and state statutes and regulations relating to nondiscrimination. These include, but are not limited to:
  - (A) Title VI of the Civil Rights Act of 1964 (P.L. 88-352; 34 CFR Part 100) which prohibits discrimination on the basis of race, color or national origin;
  - (B) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686; 34 CFR Part 106), which prohibits discrimination on the basis of sex;
  - (C) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794; 34 CFR Part 104), which prohibits discrimination on the basis of handicaps;
  - (D) Section 503 of the Rehabilitation Act of 1973, as amended (41 CFR Parts 61-741.5(a)), as applicable, which requires affirmative action in employment;
  - (E) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101 *et seq.*; 45 CFR Part 90), which prohibits discrimination on the basis of age, and

(F) the Americans With Disabilities Act of 1990, as amended (P.L. 101-336), which guarantees equal opportunity for individuals with disabilities.

- Will comply with Executive Order 11246, “Equal Employment Opportunity,” dated September 24, 1965, as amended by Executive Order 11375, dated October 13, 1967, and as supplemented by the regulations at 41 CFR Part 60.
- Will comply with the provisions of the Drug-Free Workplace Act of 1988, as implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.
- Will comply with the provisions of the Drug Free Schools and Communities Act Amendments of 1989, as implemented at 34 CFR Part 86, Subparts A-E (institutions of higher education only).
- Will comply with the provisions of the Federal Fiscal Accountability and Transparency Act (FFATA) and has provided in the application a correct and valid DUNS number for the applicant organization, as well as any controlling parent organization.
- Has a current and complete registration in the Central Contractor Registry (CCR), located at [www.ccr.gov](http://www.ccr.gov), prior to the submission of this application, and shall maintain a current CCR registration throughout the period of the award.
- Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that is serves with school improvement funds, and establish goals (approved by the NJDOE) to hold accountable its Tier III schools that receive school improvement funds.  
NOTE: LEAs are not eligible to apply for Tier III schools in this NGO. If an LEA does not serve any of its Tier I schools, it will not be eligible to apply for its Tier III schools.
- If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements.
- Report to the NJDOE the school-level data required under section III of the final requirements.

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LEA

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Signature: *Chief School Administrator*

---

Date

---

Typed Name and Title

## Form L-4

### Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

#### **Part I – Applicant Organization**

Organizational Name of Applicant \_\_\_\_\_

Address \_\_\_\_\_

DUNS number \_\_\_\_\_

Expiration Date of CCR registration \_\_\_\_\_

#### **Part II – Primary Place of Performance under this award**

City \_\_\_\_\_

County \_\_\_\_\_

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at [www.ccr.gov](http://www.ccr.gov), and shall maintain a current registration throughout the grant period.*

\_\_\_\_\_  
*Signature of Chief School Administrator*

\_\_\_\_\_  
*Name and Title*



**Form L-5**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**PROJECT ABSTRACT**

**LEA :** \_\_\_\_\_

## Form L-6

Date: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

### SCHOOLS TO BE SERVED

LEA : \_\_\_\_\_

**SCHOOLS TO BE SERVED:** An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I and Tier II school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Provide the county, LEA and School code along with the NCES ID number. Add additional rows as needed.

	SCHOOL NAME	CO CODE	LEA CODE	SCH CODE	NCES ID #	TIER I	TIER II	INTERVENTION (TIER I AND II ONLY)			
								turnaround	restart	closure	transformation
1											
2											
3											
4											
5											
6											
7											
8											

**Form L-7**

Date: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

**STAKEHOLDER PARTICIPATION**

Stakeholder Committee Form				
Name	Stakeholder Group	Participated in Needs Assessment	Participated in SIG Application Development	Signature

**Form L-8**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**LEA COMMITMENT AND CAPACITY**

**LEA :** \_\_\_\_\_

**Form L-9**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_\_ **of** \_\_\_\_\_

**PEER REVIEW**

**LEA :** \_\_\_\_\_

**Form L-10**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**LEA LACK OF CAPACITY TO SERVE ALL ITS TIER I SCHOOLS**

**LEA :** \_\_\_\_\_

**Form L-11**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**WAIVER REQUEST**

**LEA :** \_\_\_\_\_

<b>School Name</b>	<b>Waiver 1 Extending the period of availability (This waiver automatically applies to all SIG grantees)</b>	<b>Waiver 2 “Starting over” in the school improvement timeline for turnaround or restart model only</b>	<b>Waiver 3 Implementing a schoolwide program in a Title I served Tier I or Tier II school that does not meet the 40% poverty threshold</b>

# **School Application**



## Form S-1

### NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE - \*\*SCHOOL APPLICATION\*\*

**SECTION I:**

NGO#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_ Title: School Improvement Grant

**SECTION II, PART A:**

Internal use only	_____ School Code	_____ Type	_____ Region	_____ Sequence
School Name				
School Address	School Principal Name		Phone #	
School City, State, Zip	School Program Director Name			
Grade Span of School	School Program Director Telephone			
	School Program Director Fax/email			

Total amount of funds requested for school application: \$ \_\_\_\_\_ Duration of the project: from \_\_\_\_\_ to \_\_\_\_\_

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

\_\_\_\_\_  
Certification of Chief School Administrator

\_\_\_\_\_  
Date

#### SECTION II Part B

The school application has been duly authorized by the governing body of the \_\_\_\_\_  
school district (county code \_\_ \_\_, District Code \_\_ \_\_ \_\_).

\_\_\_\_\_  
Signature of Chief School Administrator

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

Business Manager: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

## Form S-2

### SCHOOL STATEMENT OF ASSURANCES

**On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:**

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

---

Applicant LEA

---

Signature: *Chief School Administrator*

---

Applicant School

---

Date

## Form S-3

### Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant prior to any award being made.

#### **Part I – Applicant Organization**

Organizational Name of Applicant \_\_\_\_\_

Address \_\_\_\_\_

DUNS number \_\_\_\_\_

Expiration Date of CCR registration \_\_\_\_\_

#### **Part II – Primary Place of Performance under this award**

City \_\_\_\_\_

County \_\_\_\_\_

*I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at [www.ccr.gov](http://www.ccr.gov), and shall maintain a current registration throughout the grant period.*

\_\_\_\_\_  
*Signature of Chief School Administrator*

\_\_\_\_\_  
*Name and Title*

**Form S-4**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**PROJECT ABSTRACT**

**LEA :** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

## Form S-5

Date: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

### REPORTING METRICS

LEA : \_\_\_\_\_

Name of School: \_\_\_\_\_

Metric	2009-2010 Data
<b>School Data</b>	
Which intervention the school used (i.e., turnaround, restart, closure, or transformation )	
AYP status	
Which AYP targets the school met and missed	
School improvement status	
Number of minutes within the school year	
<b>Student Outcome/Academic Outcome Data</b>	
Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics (e.g., Basic, Proficient, Advanced), by grade and by student subgroup	
Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup	

<b>Metric</b>	<b>2009-2010 Data</b>
Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	
Dropout rate	
Student attendance rate	
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	
College enrollment rates	
<b>Student Connection and School Climate</b>	
Discipline incidents	
Truants	
<b>Talent</b>	
Distribution of teachers by performance level on LEA’s teacher evaluation system	
Teacher attendance rate	

**Form S-6**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**STATEMENT OF NEED**

**LEA :** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Form S-7**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**PROJECT DESCRIPTION FOR THREE YEARS**

**LEA :** \_\_\_\_\_

**Name of School:** \_\_\_\_\_



- **Form S-8**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**GOALS, OBJECTIVES AND INDICATORS**

**LEA :** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

# Form S-9

Date: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

## ANNUAL STUDENT TARGETS

LEA: \_\_\_\_\_

Name of School: \_\_\_\_\_

GRADE SPAN & SUBGROUP		LANGUAGE ARTS				MATHEMATICS				
For Each Grade Span: _____	State Assessment	Baseline	2011 Target	2012 Target	2013 Target	State Assessment	Baseline	2011 Target	2012 Target	2013 Target
Total Students	State Assessment					State Assessment				
Students with Disabilities	State Assessment					State Assessment				
Limited English Proficient Students	State Assessment					State Assessment				
White	State Assessment					State Assessment				
African-American	State Assessment					State Assessment				
Asian/Pacific Islander	State Assessment					State Assessment				
American Indian/Native American	State Assessment					State Assessment				
Hispanic	State Assessment					State Assessment				
Others	State Assessment					State Assessment				
Economically Disadvantaged	State Assessment					State Assessment				

# Form S-9

Date: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

## ANNUAL STUDENT TARGETS

LEA: \_\_\_\_\_

Name of School: \_\_\_\_\_

GRADE SPAN & SUBGROUP		LANGUAGE ARTS				MATHEMATICS				
For Each Grade Span: _____	Name of Measurement	Baseline	2011 Target	2012 Target	2013 Target	Name of Measurement	Baseline	2011 Target	2012 Target	2013 Target
Total Students										
Students with Disabilities										
Limited English Proficient Students										
White										
African-American										
Asian/Pacific Islander										
American Indian/Native American										
Hispanic										
Others										
Economically Disadvantaged										

# Form S-10

Date: \_\_\_\_\_

Page \_\_\_\_ of \_\_\_\_

## PROJECT ACTIVITY PLAN

LEA: \_\_\_\_\_

Name of School \_\_\_\_\_

**MEASURABLE GOAL:**

**OBJECTIVE:**

**STRATEGY/PROGRAM:**

Specific Actions	Person(s) Responsible for Conducting Activity/Others Involved	Resources	Documentation/Evidence/ Indicators of Success	Report Period			
				#1	#2	#3	#4

**Form S-11**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**THREE-YEAR BUDGET NARRATIVE**

**LEA** \_\_\_\_\_

**Name of School** \_\_\_\_\_

**S-12**  
**BUDGET DETAIL FORM A**  
*Personal Services - Salaries*  
*Function & Object Codes 100-100 and 200-100*

Date: \_\_\_\_\_

**NGO TITLE: School Improvement Grant**

**SCHOOL NAME:**

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	<b>COST CALCULATION</b>	<b>GRANT REQUEST AMOUNT</b>
			For <b>full-time</b> positions: total annual salary x percent of time to the grant project = total For <b>part-time</b> positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	

**S-13**  
**BUDGET DETAIL FORM B**  
*Personal Services – Employee Benefits*  
*Function & Object Code 200-200*

Date: \_\_\_\_\_

<b>NGO TITLE:</b> School Improvement Grant	
<b>SCHOOL NAME:</b>	

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA  7.65%	TPAF  -----%	PERS  -----%	WRKR'S COMP  ----- %	UNEMPLY.  ----- %	DISABIL.  ----- %	HEALTH  -----%	OTHER SPECIFY:  -----%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)

**S-14****BUDGET DETAIL FORM C**

*Purchased Professional and Technical Services  
Function & Object Codes 100-300 and 200-300*

Date: \_\_\_\_\_

NGO TITLE: School Improvement Grant

SCHOOL NAME:

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT



**S-15**  
**BUDGET DETAIL FORM D**  
*Supplies and Materials*  
*Function & Object Codes 100-600 and 200-600*

Date: \_\_\_\_\_

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME:</b>	

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

**S-16**  
**BUDGET DETAIL FORM E**  
*Equipment*  
*Function & Object Codes 400-731 and 400-732*

Date: \_\_\_\_\_

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME:</b>	

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

**S-17**

**BUDGET DETAIL FORM F**

Date: \_\_\_\_\_

*Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings  
Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720*

<b>NGO TITLE: School Improvement Grant</b>	
<b>SCHOOL NAME:</b>	

**NOTES:** Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROJECT GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	DESCRIPTION/COST CALCULATION	GRANT REQUEST AMOUNT

**Form S-18**  
**NJ DEPARTMENT OF EDUCATION**  
**APPLICATION FOR FUNDS - BUDGET SUMMARY**

School Name: \_\_\_\_\_

CO/LEA/School Code: \_\_\_\_ / \_\_\_\_

NGO Title: School Improvement Grant

NGO#: \_\_\_\_\_

BUDGET CATEGORY	FUNCTION & OBJECT CODE	GRANT FUNDS REQUESTED	OTHER FUNDS		TOTAL <i>Sum of columns 1-3 (Column 4)</i>	ADMIN. COST SUMMARY (Column 5)
		OTHER FEDERAL FUNDS (Column 1)	STATE & LOCAL FUNDS (Column 2)	SIG FUNDS (Column 3)		
<b>INSTRUCTION</b>						
Personal Services – Salaries	100-100					
Purchased Professional & Technical Services	100-300					
Other Purchased Services	100-500					
Supplies and Materials	100-600					
Other Objects	100-800					
<b>SUBTOTAL - INSTRUCTION</b>						
<b>SUPPORT SERVICES</b>						
Personal Services – Salaries	200-100					
Personal Services – Employee Benefits	200-200					
Purchased Professional & Technical Services	200-300					
Subgrant Cost Summary	200-320					
Purchased Property Services	200-400					
Other Purchased Services	200-500					
Travel	200-580					
Supplies and Materials	200-600					
Other Objects	200-800					
Indirect Costs	200-860					
<b>SUBTOTAL - SUPPORT SERVICES</b>						
<b>FACILITIES ACQUISITION &amp; CONSTR. SVCS</b>						
Buildings	400-720					
Instructional Equipment	400-731					
Noninstructional Equipment	400-732					
<b>SUBTOTAL - FACILITIES</b>						
<b>TOTAL COST</b>						

\_\_\_\_\_  
 Business Administrator/Chief Fiscal Officer

\_\_\_\_\_  
 Date

**Form S-19**

**Date:** \_\_\_\_\_

**Page** \_\_\_\_ **of** \_\_\_\_

**MONITORING AND ACCOUNTABILITY PLAN**

**LEA :** \_\_\_\_\_

**Name of School:** \_\_\_\_\_